SAHAJ

SHISHU MILAP

Shaping responsible citizens of tomorrow....

A Report of Community Based Programmes

2004 to 2008

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PREFACE

SAHAJ-Shishu Milap has been engaging with poor urban communities in Vadodara since its inception in 1984. Our first project was with the wastepicking women of Vadodara city when we did a small survey to find out how many women were engaged in the occupation and the nature and economics of their work. Since our first forays into the lives of the urban poor in Vadodara, the city has seen a general decline.

The period 1991 2000 has seen a decrease in the city's decadal population growth rate from 40.42 percent in 1981 91 to 26.63 percent. This implies the city is hardly attracting migration. This decrease in population is primarily due to reduced employment opportunities in Vadodara. Vadodara and Surat had a population of about 4.67 lakhs and 4.93 lakhs in 1971 respectively; in 2001, the population of Surat was 24.33 lakhs while that of Vadodara had grown only to 13.06 lakhs.

There are various reasons for the slowdown of the economy of Vadodara. Vadodara has not seen any investments in the setting up of administrative or educational centres within the city. About 40 percent of the industrial undertakings in the industrial areas are closed, partially due to economic reasons, like ageing workforce, lack of skilled manpower and lack of entrepreneurship in reinventing roles and businesses in the wake of the globalisation of the Indian economy. The pressures on revenue sources has resulted in the decline of service and coverage of municipal services, viz. water supply, sewerage, conservancy, urban transport etc. (Community Development Plan, VMC 2006).

The last 10 years have seen large scale demolitions of the bastis in which our partners live. Under the Jawaharlal Nehru National Urban Renewal Mission, the demolition activity has gained legitimacy and strength.

The violence of 2002 further affected the city adversely. The result was increased ghettoisation and deep scarring of the social fabric of Vadodara.

SAHAJ Shishu Milap has been responding to all these challenges and trying to develop programmes keeping in mind the changing context and the changing character of the urban communities. This report documents our work of the last three years. We would like to share with our well wishers and supporters what we have done, what we have achieved, the challenges faced and the lessons learnt. We draw strength from the youth, the children and the women with whom we work. Their spirit and enthusiasm is a source of inspiration and hope for all our team members.

We look forward to your comments and continued support for our work.

Renu Khanna

Trustee

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INTRODUCTION

SAHAJ Society for Health Alternatives was founded in Vadodara, Gujarat in 1984 to work on health and development issues with a focus on marginalized and deprived communities so as to bring about a positive change in people's lives and social processes.

SAHAJ-Shishu Milap implemented three programs for this purpose, targeting children, adolescent girls and boys, and the youth. These three programs are incorporated into SAHAJ-Shishu Milap's core program, Community Development.

This report includes the following programs:

1. Adolescent Girls at the Margin
2. Adolescent Boys at the Margin
3. Children
4. Community Development.

While covering the above-mentioned four programs, this report provides detailed description of how the program on Adolescent Girls at the Margin was implemented.

1. Adolescent Girls at the Margin

The program, Adolescent Girls at the Margin is an action research program implemented in 15 slums of Vadodara district in Gujarat state in India. This three-year program, initiated in September 2004 and supported by Sir Dorabji Tata Trust, aimed to empower 500 marginalized girls and boys living in slum communities of Vadodara city by taking up issues of gender, rights, sexuality and leadership. It was built on Shishu Milap's earlier work around non-formal education for boys and girls in terms of gender specific and rights perspective, which was aimed at addressing three groups: (i) Girls in 15 poor bastis of Vadodara, (ii) Boys from these bastis, (iii) Street girls and girls in sex work.

Girls attending an inter basti competition

A pilot study was conducted in 2003 before the initiation of the Adolescent Girls at the Margin program. The main observations of the study were:

- Poor educational status of the girls
- Lack information on various issues related to daily life
- Poor health status - skin infections, dental problems and unhygienic living conditions
- Early marriage and early pregnancy
- Economically dependent resulting in subordinate position in the family.

Definition

'Girls at the Margin' refers to girls till the age of 19 years, who are from weak social and economic backgrounds, street girls and girls engaged in sex work. 'Boys at the margin' refers to boys with same social background, but up to the age of 21 years.

Aims and Objectives

The program aimed to make a qualitative difference in the lives of the basti girls in terms of their educational status, life skills and livelihood potential. The girls would not only be aware of their rights, but also be assertive enough to claim their rights. The program also aimed to promote notions of responsible citizenship amongst boys and girls.

With the information gained from the pilot study, some objectives were drawn up to develop girls into mature, independent and confident individuals.

This program had three specific objectives:

1. To address the specific needs of the girls related to economic situation and educational status
2. To increase self-esteem and self-confidence of girls
3. To equip them with basic knowledge and skill related to health and sexuality

Program Implementation

A base line survey conducted with girls helped in identifying their interest areas and their needs. Some were interested in vocational training while a few were inclined towards education-based activities. It also revealed the economic, social and health status of the girls.

For qualitative outcome, five new bastis were selected every year for implementation of activities. Follow up activities through trained peer educators in old bastis helped in sustaining the group of girls.

Intervention was done with various target groups in a total of 16 bastis in three phases, as follows:

Phase 1- September 04 to August 05

Ganeshnagar, Shankarnagar, Rampura, Jalaramnagar and Sanjaynagar

Phase 2-September 05 to August 06

Harinagar, Gadapura, Shivshaktinagar, Ramvadi, Bhesasurnagar

Phase 3-September 06 to June 08

Mujmahuda, Sahakarnagar, Santoshnagar, Navinagari, Subhanpura and Gayatripura

For Phase 3, six bastis were identified as the two bastis, Ganeshnagar and Shivshaktinagar were demolished in May 2007.

Mid-term review was done in May-June 2006 to assess the progress of the program. The work done this far was presented along with the achievements and failures of the program. The review helped in setting indicators under each specific objective so as to increase the achievements of the program. The indicators were set assuming that if the percentage stated under each indicator is achieved then it can be said that the goal of the program is achieved and a difference is brought about in the lives of the girls. In addition, the observations and suggestions by the reviewer helped in improving the quality of the program as well as guided the team in achieving the objectives of the program.

Implementation Process

The implementation process of this program involved identifying the three main objectives and setting appropriate indicators under each objective. Such a process helped to evaluate the program, i.e. to understand if the objective has been met. Each objective may have more than one indicator.

Objective 1: To address specific needs of the girls related to economic situation and educational status

Indicator 1

Eighty percent of the girls coming in contact during the program will be provided with the opportunity and exposure towards vocational training and various avenues of vocational training.

During the base line survey, it was observed that the girls were never exposed to the avenues of vocational training. Few were aware about the types of trades which can be taken up as profession. The girls never thought of being self-reliant and economically independent. It was especially observed in Muslim communities where they were rarely allowed to go out of their homes.

Exposing at least 80 percent girls to the various avenues would further guide them to take up vocational training so they become economically independent and self-reliant in order to live life with dignity.

A resurvey was done in all the 10 bastis (Phases 1 and 2) to update the profile of the girls who were still living in the bastis or to add new ones to the list.

The survey data of 2006-2007 showed that there were 542 girls in the age group of 11 to 20 years in various bastis during the three phases of the program. This showed that the team had reached more number of girls than proposed (500). See Table 1 in Appendix 1 for details.

It was found that the girls had multiple skills but did not know how to utilize them. Traditional skills like embroidery, stitching were part of being a woman. They were unaware about utilizing these skills professionally.

Based on the findings of the survey in each basti, a group meeting was convened in each basti to provide information about the types of vocational training available. A total of 516 girls (93 percent) from various bastis attended the meeting on vocational training. See Table 2 in Appendix 1 for more details.

The girls who were interested in taking up vocational training in an institute were taken for visits to the vocational training institute with an objective of providing an exposure to the different vocational avenues. The institute visited was Diamond Jubilee Institute, which has vocational training in computers, sewing and embroidery, electrical, plumbing, etc. Many girls from Phase 3 did not visit the institute as majority of them (Muslims) were not allowed to go out of their bastis after the communal violence in Gujarat in 2002; some girls could not visit due to full time employment; while school-going girls were occupied with tuitions. A total of 68 girls out of 313 of Phases 1 and 2 (21 percent) visited the institute (see Table 3 in Appendix 1).

The girls who visited this institute, disseminated the information to the girls who were not able to visit. They also distributed leaflets collected from the institute.

Indicator 2

Out of the 500 girls (the target set for the program) 300 girls will be provided with vocational training and 50 percent of the girls obtaining vocational training will be able to earn Rs. 300-500 per month.

During the base line survey it was observed that 40 percent of the girls had either no interest or no time in acquiring any skill hence it was assumed that the remaining 60 percent of the girls (300 girls) would be provided with the skill in the trade of their interest. Also the trades which the girls showed interest in, such as, mehendi, sewing, embroidery etc. could earn them at least Rs. 300 to Rs. 500 per month. This amount she could productively use as well as save some part of it to help her in future.

After the first meeting, the girls themselves decided on the type of vocational training they wanted. Resource persons were identified and contacted to give training to the girls at the basti level. The Department of Clothing and Textiles, Home Science faculty contributed by placing their students in some bastis to impart

skills in embroidery and bag making. For details of vocational training see Tables 4a, 4b and 4c in Appendix 1.

Some girls from Phase 2 bastis wanted training in trades like beautician, electrician, carpentery. But they were very few girls and it was not possible to employ a professional trainer at basti level for them. See Table 5 in Appendix 1 for number of girls in various vocational courses.

The experience of working in 10 old bastis provided a useful insight that a*nything given free is not valued.* Therefore, the girls from Phase 3 bastis were required to pay Rs. 25/- as fee for learning any skill. As this was new concept, the first four months were spent in building rapport amongst the basti girls.

Vocation Training in Phase 3

The vocational trainings started in May 2007. The core group selected from amongst them was paid conveyance costs to commute to the main office for further inputs for first two months. The new bastis had a large Muslim population of about 50 percent. The vocational trainers were reluctant to go into these bastis to impart training to these girls. The community, being orthodox and due to their past experience during and after the 2002 communal violence, did not allow these girls to leave their homes/bastis without being accompanied by elders.

Those girls who were regular in acquiring the skills, had good finishing and who wanted to take up the trade seriously were included in the core group. The main responsibility of this core group of 12 girls, was to make products of good quality, to buy the required raw material, as well as to look after the marketing of these products.

After acquiring the training some girls took up these trades seriously and started earning from them. The girls take orders for sewing and embroidery from various boutiques like Kanchul and other well wishers. They charge according to the work done.

Case Study # 1

Salma Patel - *'Realizing One's Potential'*

Salma Patel is 17 years old and resides in Navinagari area. She has four siblings. Her father works as a scrap seller while mother is a housewife. When the team first met Salma in December 2006, it was found that she was a very quiet girl among all her siblings who would never question any thing. After completing her 8th standard she took training in embroidery and sewing from a private institute but did not use the trade seriously. Although Salma was always motivated by her parents to reach the sky, somewhere she lacked confidence.

Salma used to participate in all the activities organized by SAHAJ. Due to continuous contact she was motivated to use her hidden talents. It was then Salma started teaching her peer group of Navinagari various types of embroidery and started earning money doing this. Within three months 15 girls have acquired the skills from Salma. Considering her creativity she has been also asked to teach girls from the other bastis.

Salma not only trained other girls but also took training in making trendy jewellery. She made beautiful and creative designs and earned good amount for the same. Considering her designs were appreciated by many people during the exhibition held in September 2007.

As it is said, "More silent the sea, more deep it is". Quite by nature, she has expressed her ability and responsibility through her creative products and the batch of girls that she handles. Her active involvement in the work done with girls, made the task of girls easy to select her as their peer educator. Salma is also trained as a peer educator.

Salma has now started expressing herself, also in group sessions. She is also present during the community development meetings, raising various issues.

Salma says *"Didi I feel like a new person has emerged out of me. I see a totally different personality in me. If I was not motivated I would have not been able to prove my identity, I would have been lost in the crowd and like many others confined to the four walls of the house"*

After the basic training to improve skills, periodic workshops were organized. See Table 6 in Appendix 1 for the number of girls who participated in workshops. These workshops resulted in formation of the core groups for making earrings, bags and products for the occasional melas and sales organized by United Way of Baroda, Faculty of Social Work during the Navratri festival and Utsav Mela organized in the city.

Resource persons identified for the workshops were experts in their field. After these workshops, a marked difference was seen in the quality of the products in terms of finishing, designs, etc.

The SAHAJ-Shishu Milap team collected information from the girls who were asked to maintain an account of their earnings every month. For details of amount earned from vocational skills acquired, see Table 7 in Appendix 1.

The girls started buying material independently (which was initially done by the team members) and also quote prices for the products. The next step was to market these products independently. A brochure has been prepared for advertisement. The products would be displayed for sale in Shishu Milap book shop and some shops in the city.

The outcome of vocational training is encouraging. Girls who underwent training as "Nursing Aid" have joined the same hospital where they were trained and they earn Rs. 1000/- to 1500/- per month. Three girls who completed their computer training are currently employed as data entry operators, while two girls are working as sales girls in a mall earning Rs. 1500/- per month. One girl is working as an assistant to a physiotherapist. Two girls are also working as resource persons after being trained in mehendi application and embroidery and earn Rs. 500/- per month from the Phase 3 bastis. Three adolescent girls are now working as part time non formal educators.

However, about 50 percent girls were able to earn Rs. 300/- to 500/- per month enough to sustain themselves independently due to their household and other social responsibilities. But girls have acquired skills to sustain themselves later.

Another limitation in our work has been that we have not been able to persuade girls to undertake training that does not conform to gender stereotypes.

Indicator 3

Amongst the 500 girls 80 percent of the illiterate girls will be provided with reading writing skills.

Education plays an important role in the progress and development of an individual. But due to reasons such as financial constraints, early marriage, household responsibilities, gender disparities, etc., girls cannot continue their school education. Girls who had completed primary education were still not able to read and write due to the poor quality of education in government schools.

The base line survey helped to identify school dropouts and those who had never gone to school. Fifty percent of these girls expressed the need for basic literacy. See Table 8 in Appendix 1 for details.

A module for non-formal education (NFE) was prepared, and the worksheet sets on Maths, language and general knowledge were conducted with the girls.

The girls of Phase 1 were interested in reading and writing. Majority of the girls of Phase 2 and 3 were literate and not interested in non formal education. Sixty girls (Phase 1) out of 147 were interested in acquiring basic literacy skills (indicated through the base line survey).

The NFE Module included syllabus to enable girls to read, write and understand. The module covered maths, language and general knowledge.

An Outline of the NFE module for adolescent girls

Maths: One to 100 numbers, ascending and descending numbers, simple addition and subtraction, division and multiplication.

Language: alphabets, formation of simple sentences and reading of simple sentences and paragraphs.

General knowledge: identification of color, vegetables, fruits, animals etc. ; orientation of weeks, days, months, years; how to read a calendar and a clock; our Festivals; our seasons; about earthquakes, tsunami, misuse of mobile phones, etc.

Non Formal Education also included activities such as paper folding, paper bag making, sack print, making a clock and calendar.

Overall, the bastis had 325 dropouts and girls who had never gone to school; 60 girls, i.e. 19 percent were interested in basic literacy skills. Forty-seven girls out of 60 girls, i.e. 78 percent girls completed the entire module. For details of number of girls in different bastis who completed the NFE course, see Table 9 in Appendix 1.

The base line survey in the Phase 2 and 3 bastis in September 2005 and December 2007 showed that 90 percent of the girls willing to attend the center regularly were literate. Hence the non formal sessions from the previous year's module comprising of basic literacy skills was dropped this time. Instead to reinforce the information given during the formal group sessions, additional topics as well as some skills related to these topics were included in the non formal module for girls.

Topics included in non formal module for girls in Phases 2 and 3

- Nutrition-making charts of different food constituents, drawing pyramid of nutrition
- Health and hygiene-an exercise to reinforce cleanliness of body parts through a cleanliness kit
- Media-charts on various information obtained from print media (newspapers, magazines, etc.)
- Time management-making clock
- Festivals
- Seasons
- Environment
- Posters making
- Essay competition
- Snakes and Ladders (a game to give various messages on nutrition and hygiene)

Distinct changes were noted in simple reading, writing, and general knowledge among the girls who participated in NFE classes. For details, see Table 10 in Appendix 1.

Case Study # 2

Bhavna Rajput - *'Power of Self Confidence'*

Bhavna Rajput is 18 years old and resides in Rampura area. She is the youngest among four siblings. Shishu Milap came in contact with Bhavna when it started functioning in Rampura two years ago. She was a quiet and introverted person. She did a course in Nursing Aid after completing 10th Standard but did not want to take up Nursing as a profession.

In 2005, she was elected as peer educator by the girls in her bastis due to her ability to get along with a wide range of people. Gradually she was trained as a peer educator, she was motivated to attend various training programs within and out side the organization. Bhavna has been successful in sustaining the group of adolescent girls in her basti.

In 2006, she was also appointed as a Non Formal Educator for the Rampura center run by Sahaj Shishu Milap. Presently she is handling 35 children in the center independently providing non formal education and helping them develop their full potential with the help of regular in-service training.

She is continuously adding new feathers to her achievements. A core team member of *Kishori Patrika* (a journal published by and for adolescent girls) her articles are being appreciated by many readers. She also writes beautiful poems. She is a member of a theatre group who educate people on various social evils like early marriage, sex selective abortions. Her creativity is not hidden any more. After taking advanced training in earring making and embroidery, Bhavna now makes beautiful earrings and takes orders of embroidery; the list is endless. Thus she is performing many roles simultaneously but has maintained the quality of each role performed.

Bhavna doesn't wish to stop here. For her, she is just on the second step of the ladder and has to climb many steps of progress.

Bhavna says "*Didi my confidence level has increased tremendously, initially I never thought of going alone anywhere but now I take the children of my center alone for visit, programs, etc. I can speak on any issue in front of anyone without any fear*".

Out of 391 girls from Phases 2 and 3 basties, 245 girls (i.e. 63 percent) came regularly for the non formal sessions and also to participate in the program work. For basti-level statistics, see Table 11 in Appendix 1.

Indicator 4

To reduce the 40 percent dropout rates among the school going girls and to motivate them for higher studies.

Initially when the base line survey was conducted it was found that an average of five percent of the girls drop their education after completing primary education and 20 percent of the girls after the 10th standard. The reasons for this include, failure in examinations, girls need to earn an income due to the family's financial constraints, family responsibilities and lack of motivation from school and parents.

Thirty-nine girls from 16 bastis never went to school. The ratio is high in Jalaramnagar. This community does not accept education for girls. Very few who get enrolled in schools, and most dropped out after 4th standard.

The number of girls going for their higher secondary education or for college is negligible. This is because they get married early, start working, or have financial constraints and family responsibilities. The girls who drop out in the earlier school years are not interested in continuing their education due to the long gap in the education. It is possible to motivate girls who have just dropped their education very recently and they can be enrolled back in school. SAHAJ-Shishu Milap team's effort was to prevent girls going to school from dropping out through counseling, home visits, arrangements for scholarships, subsidized fees, text books, stationary, uniform etc. SAHAJ-Shishu Milap developed the following criteria for support:

1. Daughters of single parents (especially mothers)
2. Girls who are dependent on their relatives
3. Girls from large families
4. Girls from families belonging to below poverty line

Forty-one drop outs were enrolled back in schools over the three years due to timely interventions. For details see Table 12 in Appendix 1. In addition, 23 girls from eight centers were provided with educational aid by SAHAJ Shishu Milap in 2007 to avoid school drop outs. See Table 13 in Appendix 1.

Objective 2: To increase self-esteem and self-confidence of girls

Indicator 1

Sixty percent of these girls will participate in all the events/ programs of SAHAJ Shishu Milap

Initially from the base line survey it was observed that girls did not participate in any extra curricular activities nor did they interact with all their peers. There was no platform where they could interact or share their views. The confidence level among the girls was very low. Providing them with an opportunity to express themselves, share their views and interact with each other through various activities was thought to be a way to increase self esteem and self confidence in them. See Table 14 in Appendix 1, for activities conducted.

Case Study # 3

Indira Jadhav - *'Reaching New Heights'*

Nineteen-year old Indira Jadhav resides in Shankarnagar slum with her parents and three siblings. Being the eldest child in the family she is very responsible and mature.

The SAHAJ-Shishu Milap team met Indira three years ago; initially her parents did not allow her to participate in any activities organized by SAHAJ nor did she attend any group sessions or health camps. Team members still kept a continuous follow up with her. Gradually seeing the development of other girls from the same community, Indira herself was motivated to be a part of the group. Her parents too agreed.

Indira not only participated in group sessions and institutional visits but also participated in the vocational trainings provided to the girls of Shankarnagar. She learnt Mehendi, embroidery and jewellery making, during the period of one year. Indira had great potential and hidden talents which were explored through continuous contacts. She was motivated to take up the trade seriously, and as a result presently she takes orders for embroidery and earns Rs. 2000/- on an average per month. Inputs given increased her confidence to explore the outside world.

In 2006, Indira was also re elected as the peer educator for Shankarnagar. Since then Indira is also working as a peer educator and successfully sustaining the group of girls. She was successful in motivating girls to come independently to various events organized by SAHAJ like 'Annual day', 'Health day', 'Environment day', rallies, in which she also participated.

Thus Indira is adding new feathers to her cap every day. She handles different responsibilities by giving equal justice to all.

Indira says *"I never thought I would reach these heights. Belonging to an orthodox family where a girl is never allowed to come out of the house, I am earning independently. This is the biggest achievement for me. Now I have only one aim to help girls come out from the four walls of their house and fulfill all their dreams as I did"*

Initially many parents were hesitant about sending their daughters out. Continuous follow up was done to counsel parents. Slowly as the rapport increased, the number of girls coming to the centers increased. See Table 15 in Appendix 1 for number of girls from all the bastis participating in various activities conducted by SAHAJ-Shishu Milap.

Indicator 2

Thirty percent of the girls take self initiative to participate in various events/ programs confidently, organized in and outside the organization.

The best example of the increased self-confidence can be seen through the 'Peer Educators' identified from each basti. The girls, who were elected as peer educators, are performing their tasks independently and with

responsibility. Forty-seven peer educators from 16 bastis conducted sessions and activities with girls. They confidently take a lead in organizing and planning events etc. They also counsel parents wherever necessary to send their daughter to the center.

Peer educators were provided with a theme each week to base their basti-level activity on. They, together with their peer group, planned their activities. The field officer also provided them on-job training which helped to increase their confidence and quality of work. Weekly supportive supervision was done to help peer educators. At the time of finalizing this report, the most capable peer educator is now coordinating the entire Peer Educators' Program.

Kishori Patrika a newsletter for adolescent girls provided a medium to express their views and opinions to the community. Articles written by different girls from different bastis were published. This has helped to raise their self-confidence. Five issues of the newsletter were published. On account of the popularity of the patrika, boys too were motivated to join the group and hence since December 2006 a joint newsletter, *Jagrut Yuva Sarjan Patrika* for both boys and girls, is being published. The youngsters manage the entire process, i.e. from collecting articles up to printing.

Case Study # 4

Pinky Damor - *'Reaching for the Sky'*

Slow and steady wins the race this proverb is apt for the life of Pinky Damor, a 17-year- old girl residing in Ramvadi area, one of the slums of Vadodara City. Pinky is the second child among the six siblings and hence was responsible since childhood.

Being from a low-income group she had no high dreams. After completing her class 8 education she started working as a maidservant. Her life was only limited in the four walls of the house. SAHAJ Shishu Milap team started functioning in Ramvadi and came in contact with Pinky a year ago. She was very shy and had low self-confidence.

Pinky slowly started participating in the activities and in formal sessions organized by SAHAJ Shishu Milap. The change was visible due to their continuous inputs and motivation.

She was elected as a peer educator in 2006 not only by the girls but also by the community. With the help of training and workshops, Pinky now handles the peer group with the help of other peer educators of the basti. She participates in community meetings and raises issues pertaining to adolescent girls.

Pinky took training in embroidery provided by SAHAJ-Shishu Milap. This became her area of interest; she left her job as a maidservant. After taking advance training, presently she is engaged full time in creative work. She earns Rs. 500/- and above per month by taking orders for embroidery.

The girl for whom her house was the only world went to Calcutta and participated in the 7th National Women's Conference. She presented her views on slum demolitions and the status of women in front of a huge audience. Pinky is happy and feels great about her progress.

She later joined the core group of *Yuva Sarjan Patrika* (a journal on and by adolescents earlier called *Kishori Patrika*), she helps in collecting articles and motivating girls and boys to write for the patrika.

Now she is working as an assistant to a physiotherapist.

Thus Pinky is climbing one step after another towards progress. Each day is adding a new chapter in Pinky's life.

Her father says *"I never knew Pinky had so much hidden potential, today I feel proud as a father"*

Pinky says *"I never thought I would have reached where I have. Every one in SAHAJ Shishu Milap has contributed in some or the other way to my life. Today I feel proud of myself and feel that my life has just begun"*

Continuous inputs from the SAHAJ-Shishu Milap team resulted in increased self-confidence. The girls began to participate in the basti-level community development meetings by raising various issues of the community, for example,

- Girls of Rampura solved the problems in the distribution of the flood relief material in 2005.
- They raised their voice by organizing a rally.
- New centers were identified in Bhesasurnagar and Rampura by the girls collectively after the old centers faced problems.
- The community development committee of Shivshaktinagar was dissolved due to internal conflicts between the community members. The adolescents' group comprising of girls and boys took the responsibility of continuing the committee. They jointly solved the water tax problem and also wrote applications to the corporation to cut the tree coming in their way.

Indicator 3

Sixty percent of the girls coming in contact with the SAHAJ-Shishu Milap team spread the information gathered through various activities to the girls in their respective bastis. These girls also start expressing their opinion and views in their family.

Adolescent period is considered to be the period of transition. Adolescents have more faith in their peer group and peer influence is found to be common during this adolescent period.

As mentioned earlier, there are many girls in the community who are not able to participate in all the activities or sessions due to full time employment, household responsibility, and their own their education. The girls who attended the group sessions or participated in the visits to various organizations informally shared the information with other girls. The best example of this is the girls who after participating in the pre-marriage counselling workshop, shared the information on reproductive tract infections (RTIs), sexually transmitted diseases (STDs) with girls who were not able to attend these workshops. As the result of this, 10 girls who were suffering from RTI problems realized its seriousness and went for a health check up. The girls who visited the bank motivated the other girls to open a savings bank account; thus seven girls have opened their savings accounts in banks and post office.

After participating in various informative session and visits, girls started expressing their views in their families and taking action concerning their lives. Here are a few examples:

- Chanda from Rampura, who attended the pre-marriage counselling workshop opposed her marriage at an early age and explained to her parents the consequences of early marriage.
- Sunita from Shankarnagar lodged a police complaint against her drunkard father who used to physically abuse her mother and sister.
- After the group session on menstruation and cleanliness, girls have now started using clean cloth and maintain hygiene.
- Session on home management helped in inculcating the habit of savings and now girls have started saving a minimal amount i.e. Rs. 20 to Rs. 50 every month.
- They motivate their parents also. The girls now have started sharing their views with their mothers, which they were hesitant to do earlier. They now talk about their body and problems related to their body. In fact, as a result of this kind of sharing, the women in the bastis have demanded that SAHAJ start a similar program for them!

Objective 3: To equip them with basic knowledge and skill related to health and sexuality

Indicator 1

Sixty percent of the girls take care of their health and not be careless if suffering from any health problems and also spread the information to other girls in their bastis.

Girls/women do not generally give importance to their own health, minor illnesses are ignored, health of the family members is the priority, male members are served more food, and women often consume leftovers. The daughter continues this practice when she gets married. This was seen among the adolescent girls when SAHAJ-Shishu Milap started intervention in the bastis. Anaemia is a common problem identified among these girls. While this is bad enough, during adolescence it leads to further problems after marriage and during child bearing. Raising health awareness and maintaining good health was the main focus of SAHAJ-Shishu Milap.

Health camps were organized in all the bastis to identify anaemic girls and diagnose any illnesses in them. Pre and post health camps were organized in all the 15 bastis of Phase 1, 2 and 3. Only pre health camp was conducted in Santoshnagar (Phase 3 basti). For details see Table 17 in Appendix 1.

Out of 551 girls from 15 bastis (Santoshnagar excluded), 412 (75 percent) appeared for pre health camp and 253 (46 percent) for post health camp. The ratio of girls was less in the post camp as many girls left the basti due to marriage or demolition of slums..

The girls detected with TB, skin and dental problems were followed up and all of them have taken treatment for the same, except one girl detected with TB. She had migrated from Baroda before completing her treatment.

A comparative study was done of the haemoglobin (Hb) level of the girls of Phases 2 and 3 for both pre and post health camp. See Tables 18a and 18b in Appendix 1 for study results. The tables show that there is an increase in the percentage of girls with Hb over 10.7 gm percent showing a reduction in anaemia amongst the girls who attended both the pre and post health camps.

Girls were divided into three groups according to their levels of Hb, for further interventions. For details see box below. After identifying the Hb level of the girls, iron supplementation and dietary advice was provided accordingly.

Interventions to improve haemoglobin levels

HB level	Interventions
< 9 gm%	Double dose of iron tablets. Sessions and activities focussing on intake of iron rich foods easily available and affordable.
9.1 to 10.6 gm%	Iron tablets for 3 months plus the above mentioned intervention.
>10.7 gm%	Sessions and activities focussing on intake of iron rich foods easily available and affordable.

Other health problems

Many cases of tuberculosis (TB), dental problems and skin infections were detected and complete treatment given. The health problems in Phase 1 (2004) included seven girls with Tuberculosis, 36 girls with dental problems and 17 girls with skin infections. In Phase 2 bastis in 2005, the following health problems were detected: six girls with dental problems, 15 girls with gynecological problems and nine girls with skin infections. No case of tuberculosis was detected. In Phase 3 basti in 2006 the following health problems were

detected: seven girls with skin infections, 12 girls with dental cases, 10 girls with gynaecological problems, and 20 girls with eye problems.

Observations

During the post health camp it was observed that the haemoglobin level of a few girls of Shankarnagar and Harinagar decreased. This happened because despite iron tablet course, girls didn't eat nutritious food due to economic constraints. One improvement is that girls have stopped drinking tea along with their meals. During the group session around 40 percent girls from each basti reported that they eat some sour food along with the main meal. Also after the visits to general hospital girls now avail its services whenever required while some prefer going to private hospital. Thus gradually, the process of taking care of oneself has started.

Indicator 2

Seventy percent of the girls coming in contact will maintain cleanliness of self and the environment.

Health and hygiene are correlated. Good sanitation is also one factor that leads to healthy life. Earlier, many girls did not bathe daily, especially during menstruation. Skin infections, dental infections, hair problems were detected in Jalaramnagar and Sanjaynagar.

Interventions

Sessions were conducted on hygiene, its importance for good health and ways of maintaining it with self and in the environment through sanitation.

Changes observed

After these sessions, an improvement was observed among the girls. Change was not only seen in maintaining cleanliness of self but also cleanliness was maintained in their homes. During the group session 80 percent of the girls reported that they maintain cleanliness, take bath regularly, maintain cleanliness during menstruation by using clean and dried cloth and clean their teeth regularly.

Indicator 3

After obtaining information through activities 70 percent of the girls will clear their misconceptions regarding child bearing, menstruation, girl child, gender etc.

Several misconceptions existed among girls and also among school going girls. These misconceptions concerned menstruation, sex, marriage, because of old traditions and customs and lack of complete information.

Some of these misconceptions are listed here with interventions made and changes that came about following these interventions.

1. ***Misconception:*** The girls believed that waste of the body is thrown out every month as menstrual blood. They believed that during this time the girls are impure and no body should touch them nor they should touch anything or anyone. Also many girls didn't bathe during this time, which in turn could lead to infections.

Intervention: A session on menstrual hygiene was conducted. Sixteen to 17 girls from each of the 10 bastis participated in the session on menstruation and cleanliness. It also included pad making. During the session many questions were asked by the girls e.g. why and from where does the blood comes? Why do only girls have menstruation?

Changes observed: After the session girls felt that they were living with many misconceptions. But they felt that it would be difficult for them to convince their mothers and family members to change traditional

practices radically. But they could do some things such as bathe twice a day, change pads regularly, use clean cloth, etc.

2. ***Misconception***: prevailed about sex, marriage, conception due to the influence of media, lack of proper information and lack of communication between mother and daughter.

Intervention: Misconceptions were cleared through sessions on body literacy, Reproductive Tract Infections, marriage, etc. Also 'Pre-Marriage Counseling' and 'Early Marriage Early Pregnancy' workshops were conducted for girls in the age group of 15 to 21 years helped in further clarifying their doubts.

Changes observed: The girls who attended the workshops spread the information to other girls in the basti as a result of which the girls who were suffering from health ailments took their problems seriously, and misconceptions prevailing among girls were also cleared.

3. ***Misconceptions on gender issues:*** Gender discrimination is commonly seen in many families - girls are not allowed to study after 7th standard; sacrifice, compromise, unquestioning obedience are the attributes always expected from girls. Girls are married early as they are considered a liability to the family. Thus sensitization on gender issues is required so that girls, when they are mothers, will not discriminate against their girl children.

Interventions: Inputs through sessions, informal meetings, and home visits were provided. Another major intervention was through out reach activity. For the first time gender sessions were conducted with the girls and boys in two schools namely Hill Memorial (Fatehgunj) and Atmajyot Vidhaylaya (Navinagari). The main objective of conducting the gender sessions in school was to create gender sensitization among girls and boys, not only among the primary group of SAHAJ (the out of school girls) but also among other adolescents who will develop into responsible citizens. Three sessions on gender were conducted with standard 8th, 9th and 11th in two schools with a total of 496 students participating 278 boys and 218 girls (see Table 19 in Appendix 1).

Changes observed: Girls began to understand the concept of gender discrimination and have started questioning this. They have realized that being a girl child is not a curse but a blessing. They too have all the potential to grow and develop.

After the out reach sessions it was observed that the girls realized that gender discrimination hinders the development of the girls. Few girls said that "I felt only boys can take major decisions and girls have no right, but now I feel even girls should have equal rights to take decision for their own lives", some girls said "We felt cooking and doing household chores are the sole responsibility of girls, but I will try to involve my brother in this now".

These sessions have set the participants thinking about gender issues and recognizing how the various gender discriminatory views and practices prevalent in society hinder the girls' development.

Summary of our Achievements

1. Sixty percent of the total girls from each basti attended all the group sessions on life skills regularly. Eighty percent out of them have started following guidelines given for healthy living.
2. Forty-seven girls who were totally illiterate were provided non formal education due to which they are now able to read and write and do simple mathematical calculations.
3. Forty-one dropouts were enrolled back in school and are presently continuing with their education. The number of re-enrollment increases each year.
4. Fifteen girls have cleared their SSC and HSC exams due to continuous motivation and inputs (tuitions / coaching).
5. Sixty girls out of 400 are now independently earning through various vocational skills imparted to them during regular vocational inputs.
6. Girls who have taken training as "Nursing Aid" have joined the same hospital where they were trained and they earn Rs. 1000/- to 1500/-.
7. Nine girls have completed their computer training and three of them are employed as data entry operators.
8. Two girls from Mujmahuda were helped in seeking job as sales girls in a mall and earn Rs. 1500/- per month.
9. Two girls are also working as resource persons after being trained in mehendi application and embroidery and earn Rs. 500/- per month from the Phase 3 bastis. Three adolescent girls are now working as part time non formal educators. One girl is working as an assistant to a physiotherapist.
10. Five girls assisted the nonformal educators in Bhuj to teach government teachers different strategies in non formal education.
11. Sixteen girls from Muslim communities are now commuting on their own to the main office to learn more skills.
12. The number of girls becoming independent is increasing every year. It has risen from 39 in 2006 to 62 girls in 2007.
13. Four girls presented their views at 7th National Autonomous Women's Conference at Calcutta on slum demolition and status of girls and women thereafter.
14. Six girls are part of a theatre group where in they perform street plays and bhavai on different social topics such as sex selective abortions, gender discrimination and consequences of early marriage and early pregnancy. They have performed in the most popular play 'Jaanta Raaja' during its performance in Baroda. They even worked for a few days in the serial 'Prithviraj Chauhan' aired on the television channel, Star Plus.
15. Twenty-six girl peer educators are working independently with follow up activities in their respective bastis.
16. Institutional visits - two girls lodged a complaint against their drunkard fathers to protect themselves and their mothers from violence. Sixteen girls have opened a saving account with bank/post office after visiting the same.
17. About 100 girls have performed skits and dance numbers independently during the three annual functions attended by more than 600 girls.
18. Two hundred and eighty-six girls out of the 348 girls attending health camps from 10 bastis are now living a healthy life due to constant follow up of minor and major ailments including TB, skin infections and other illnesses.
19. Five issues of a quarterly newsletter, *Kishori Patrika* have been published by involving girls in the entire process. Now it has been upgraded as *Jagrut Yuva Sarjan* which is a joint effort of both adolescent girls and boys in expressing their views, experience and information. Five issues of this newsletter have been published.
20. Around 219 girls in the age group of 16-19 years attended pre marriage counseling workshop, getting inputs on important issues like, qualitative marital life, child bearing, consequences of early marriage early pregnancy, knowledge on reproductive health issues, AIDS, hygiene during menstruation, contraceptives etc.

Lessons Learned

- Community Development Committees are the very important to start work with the target groups in their respective community.
- Anything given for free is not valued. Girls should understand the importance of the time and efforts put in by the team.
- Indicators set for each objective helps the team in measuring its progress and provides guidance while working.
- Timely reporting and its analysis help in understanding the progress of the program.
- Despite the good intentions of the SAHAJ-Shishu Milap to empower marginalized girls and despite the enthusiasm of these girls, one has to still be prepared for failure (see the case study # 5 in box below). Families pose the greatest obstacle to the success of the program.

Case Study # 5

Laxmi Ambalia - *' Family Nips Success in the Bud'*

Information may be a curse has proved true for Laxmi a 17-year-old girl residing in Sanjaynagar slum. Eldest among the three sisters, she also has two elder brothers. Laxmi's mother left them when she was 14 years old and since then the responsibility of the entire house was on Laxmi. She had to take care of her siblings as well as of her old grandmother and father. These responsibilities made Laxmi mature much before time.

The team first met Laxmi three years ago during the celebration of International Women's Day in the Sanjaynagar basti. Laxmi very confidently expressed her views in front of the public. She had a great spark within her which would have made her very successful if a proper platform was provided.

Initially Laxmi used to come regularly to the center, attend all the group session, institutional visits and various programs organized by SAHAJ. One day suddenly Laxmi stopped coming to the center. When the team went for home visits her father would give some or the other excuses for not sending Laxmi to the center. But the team still continued to meet Laxmi. When the root cause of not sending Laxmi to the center was known, the team was shocked. She was not sent because she had started using the information collected through group sessions or visits; she had started questioning her elders, demanding her rights, etc. This threatened her family who was suppressing her voice since long. She was not allowed to come out of the house, was over burdened with work and scolded if she met the team.

In spite of several efforts the team was not allowed to meet Laxmi. Also Laxmi accepted it as her destiny. She still stays in Sanjaynagar and looks after the scrap shop as well as after her family. The team members try to meet her whenever possible.

Laxmi is a bud who is not allowed to develop as a flower. Laxmi who has great potentials is not allowed to prove her identity in the society. Thus the information used by Laxmi for her own development in turn restricted her to the four walls of the house.

Comments

This program was quite successful with active participation of girls and youth in various activities, and distinct positive changes in most cases. For instance, 559 out 551 girls from all 3 Phases attended the vocational training sessions (Tables 4 a,b,c), 245 girls attended the Non Formal Sessions in the new bastis, 696 girls attended the pre and post health camps (Table 17), and 496 students participated in gender sessions (Table 19).

However a closer look at the tables will reveal statistics that are not so impressive. For instance, only 68 out of 313 girls visited the Diamond Jubilee Institute for vocational training (Table 3), only 91 girls from 14 bastis (Table 5) who have taken up the trades seriously, only 41 girls were re-enrolled in schools are continuing with their education (Table 12).

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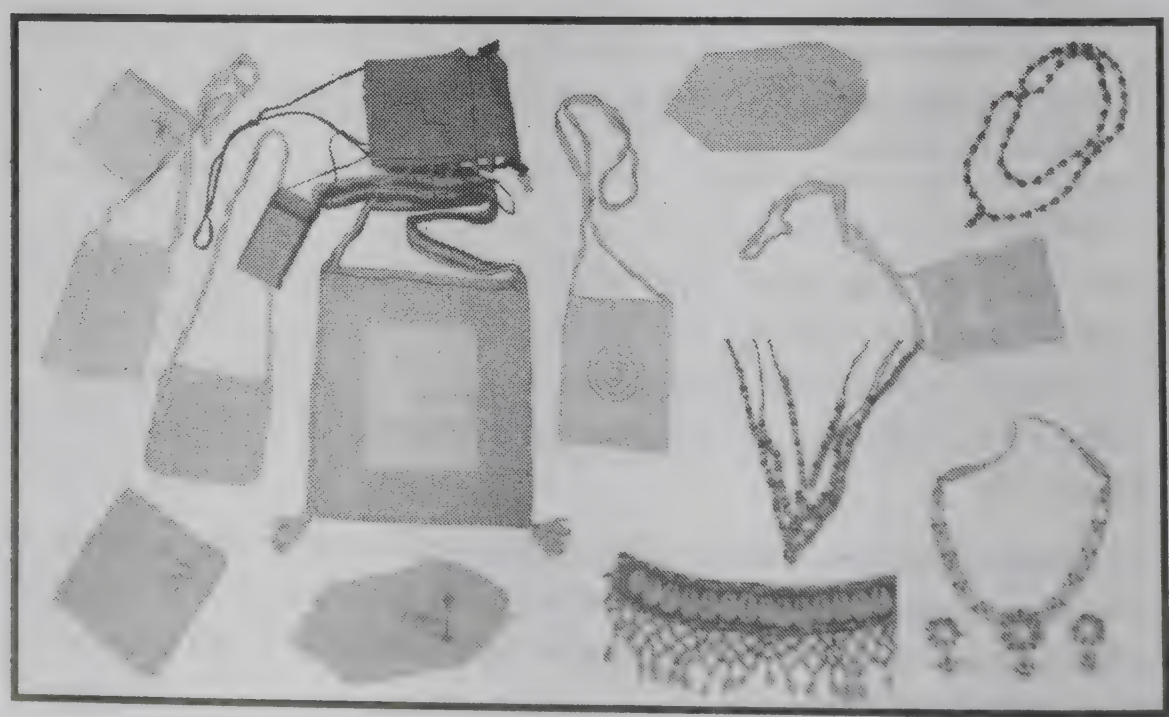
The Adolescent Girls at the Margin program was undertaken in urban poor communities areas with predominantly Muslim population. The community has very conservative attitudes towards women

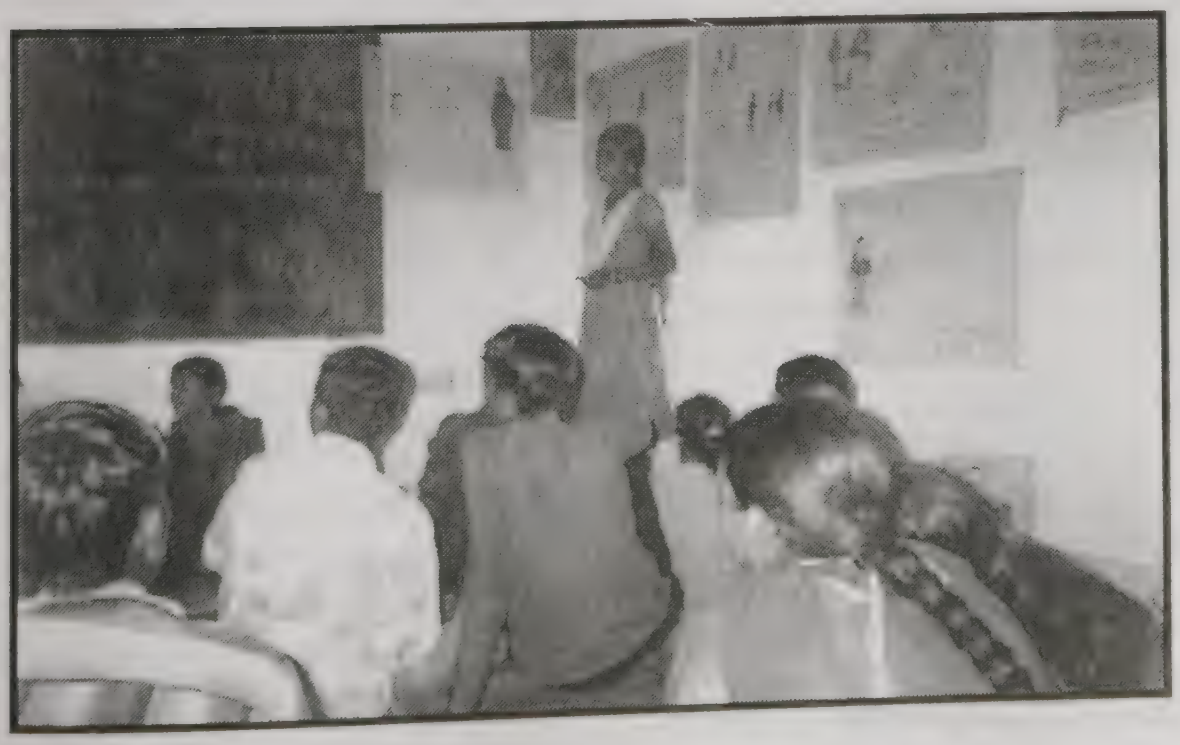
'Finishing matters, dear!' Girls learning the art of embroidery.



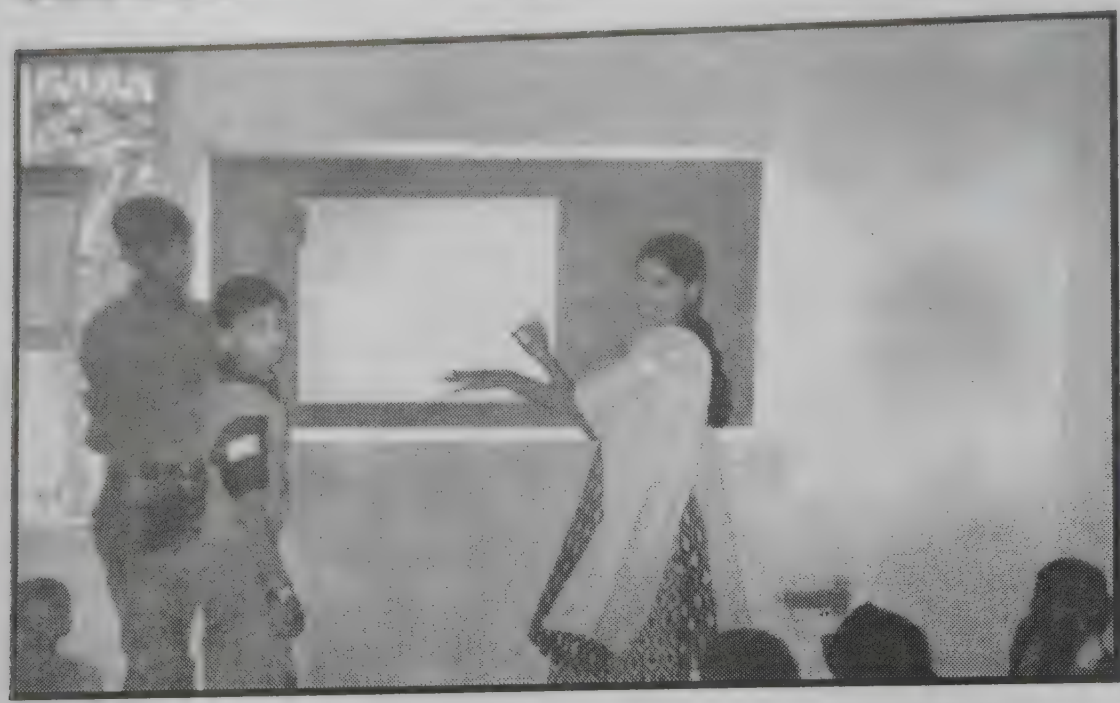
Some products on display

'Hey, let's plan for the next month!'
Peer Educators' monthly meeting

'Let's organize ourselves first'.
Peer Educators, distributing the Flood Relief Kits



Getting ready to share information with other adolescents in the bastis.
Peer Educators' Workshop Phase II



'Joining hands to educate others'.
Peer Educators' first joint meeting in March 2008.

'We can act too!'
A skit performed by the girls in the bastis

'Speak more loudly, let every one hear this important message.'
The theatre group educating the community on 'Consequences of Early Marriage, Early Pregnancy.'

2. Adolescent Boys at the Margin

This program covers 350 adolescent boys in the age group of 13 years to 21 years from 12 bastis in Vadodara city in Gujarat state. The focus on boys was to enable them to be gender sensitive and to have a positive impact on the lives of women in their families and the community.

Youth attending the workshop on 'Masculinity'

Objectives

The following are the objectives of this program:

- To increase self confidence among adolescent boys and to develop their leadership qualities
- To make the youth aware of their rights and duties to enable them to become responsible citizens
- To sensitize the boys on gender and sexuality issues so as to enhance healthy liestyles.

Reaching out to boys is very important even as it can be a major challenge. Gender-based work with men gained focus in mid-nineties, after the International Conference on Population and Development (ICPD) in Cairo in 1994. Since then, though several organizations have incorporated gender-based concerns in their work with men and boys, this is still an evolving body of social science knowledge. Moreover, compared to gender-based concerns of women, there is little literature and training material available on working with adolescent boys. The program in that sense is a challenge and an opportunity to contribute to this understanding.

Program Implementation

Adolescent boys were involved in regular and periodic activities. The main focus was on quality education and self development. Regular activities for the smaller group comprising of 12 to 15 year-old, school-going boys included tuitions and helping them in their studies. The older group of youth, in the age group of 16 to 21

years comprising of school dropouts and employed youth had periodic activities. This group's activities included residential workshops, celebration of various international days and events, organizing rallies, etc.

The main activities of the program included:

1. Peer educators
2. Gender sensitization
3. Supportive coaching
4. Employment or income earning

Peer educators are appointed in all the bastis, some are paid while others work on voluntary basis. The 26 peer educators (two to three in each basti) assist team members to carry out various activities for boys in their bastis. They not only solve the problems of the peer group but also community-level problems such as making complaints about non-functioning street lights, water tax, issues related to slum demolition, collecting necessary civic documents, etc.

Case Study # 6

Vinod Patel - *'Discovering Self and Fulfilling Dreams'*

The sky is not the limit for 19 year old Vinod residing in Ramvadi slum. Vinod came in contact with SAHAJ Shishu Milap team 2 years ago. Vinod has different shades of personality; he is mature, fun loving as well as responsible. Vinod unfortunately was not able to complete his SSC education but wanted to do something in his life.

When the team first met Vinod he was not interested in attending the group sessions or engaging himself with the activities of SAHAJ Shishu Milap. Vinod was slowly motivated to attend the training organized by Discovery Group (project of SAHAJ Shishu Milap). After the training Vinod's life totally changed. His curiosity to know more about science and its principles motivated him to join as a volunteer with the Discovery group. Vinod took advanced training and presently he is working full time with the Discovery group, training primary school teachers of 20 schools in Panchmahal district. He teaches various scientific experiments making science fun. He earns Rs. 1800/- per month plus the incentives.

In 2006 Vinod was also elected as the peer educator for his area. He is a live example for many boys who feel failure is the end. But Vinod has proved that dedication and hard work can help in full filling all the dreams.

Vinod says *"Initially I was not interested in doing anything but due to the continuous motivation from the team my confidence increased. I would like to thank SAHAJ Shishu Milap and its team for providing me with a platform to fulfill my dream. Now my dream is to become a big scientist and make my parents proud"*

Gender sensitization sessions were conducted in schools and bastis. Eighty-nine boys participated at basti level. 56 boys participated in residential workshops on gender. In a pre and post test survey, 98 boys reported an understanding and sensitivity to gender concerns. As a result 17 boys participated in the 2007 International Women's Day event. Two boys also expressed their commitment to end gender-based violence. In an external review, parents of nine boys out of 11 boys who participated, reported positive behavioral changes such as helping their mothers in household chores.

Supportive coaching is provided to boys to help them clear their 10th and 12th standard examinations. Of the 10 boys coached, eight have cleared their exams.

Employment or income earning is a major concern which is being addressed. The youth is being supported with computer courses, visit to vocational training centers, training in sales techniques, communications, writing applications and interview giving skills. These courses have helped the boys gain confidence and taught them negotiation skills and increased job opportunities. Thirty youth have sought employment after continuous motivation.

Case Study # 7

Karun Rajput - *'Breaking the Shackles of Inguorance'*

'Good for nothing' were the words used for Karun Rajput, a 16 year old boy of Rampura slum. Karun stays with his parents and three sibblings. Being the youngest child he was most pampered and believed in living a care free life without taking any responsibilities.

After completing his standard 8 education, Karun left school saying he was not interested in studying further. He worked in some shops as a helper for few months; he did not remain in one job, he had no direction in life. When SAHAJ Shishu Milap came in contact with Karun two years ago his parents used to scold him often. Karun initially did not stay in touch regularly with the team, he used to hang around with friends doing nothing. Gradually Karun was motivated to come and attend the sessions and meetings organized for the boys. He was helped to seek a goal in life; he was then employed as a mechanic with a garage and worked there for a year. A change was seen in his personality. He wrote and directed a skit on gender which was performed during the Annual Day-2006. It was then that he started coming regularly to the office to meet the team. He also would participate regularly in the activities and programs organized by SAHAJ Shishu Milap.

In 2007, when the girls were preparing for the vocational exhibition, Karun visited the office. Looking at the creative work done by the girls he was motivated to do something creative. The resource person for vocational training helped to identify his creativity and he was provided training in coaster making. Karun learnd the art very fast and made beautiful coasters from paper. He also learnt to make beautiful fridge appliqué. His items were sold during the exhibition held by SAHAJ Shishu Milap in 2007.

Presently Karun is also helping his father who does all types of welding work. He also comes regularly to office and participates in all the activities organized by SAHAJ.

Karun says *"I feel motivated when I meet the team of SAHAJ. They have played an important role in shaping my career. They have helped me in identifying my skills and talents"*.

Achievements

The boys have shown remarkable leadership qualities and demonstrated various initiatives, such as:

- The boys in Shivshakti Nagar formed a committee with other boys and have successfully worked on issues of water tax, hand pump and problems faced with the electricity board.
- Ramwadi basti boys followed up the work for electricity metres in order to regularize electricity connection.
- Boys in Sanjay Nagar forced a gambling den to shut down.
- In Bhaisasur Nagar, the boys met the local corporator and obtained his help to clean up the basti.
- In Rampur, the boys are helping families to avail of the schemes under the National Urban Renewal Mission (NURM).
- Seven youth from the theatre group have educated masses on various important isues like the consequences of early marriage and early pregnancy, superstition, etc.
- Eight boys were part of the editorial team of the adolesents' newsletter, *Jagrut Yuva Sajan*.

An external evaluation of the program noted that there was a qualitative shift in the program in terms of involvement of the basti boys they became more deeply involved, showed more commitment and displayed greater leadership, confidence and understanding. However, the program reached only 339 boys in 12 bastis of Vadodara as against the 500 targetted. Peer pressure, full time employment and substance addiction prevented many boys from participating in this program.

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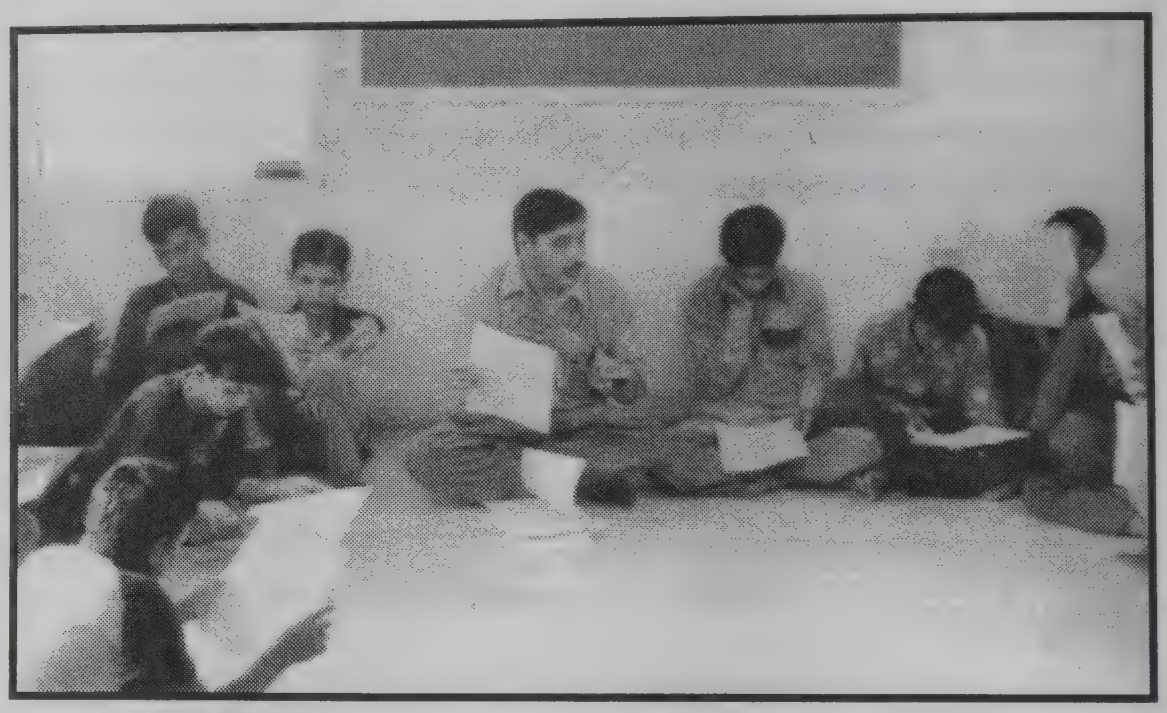
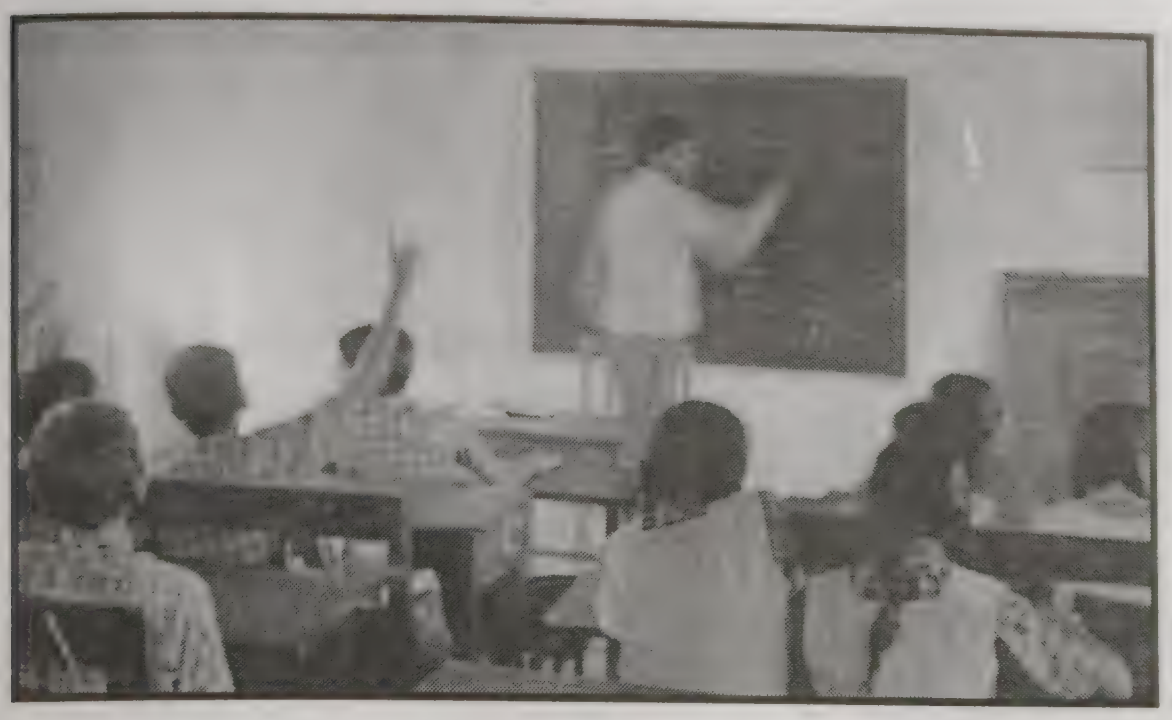


'Yes, every mother is important'. Boy Peer Educators reviewing the Jagrut Yuva Sarjan on 'Maternal and Child Health'

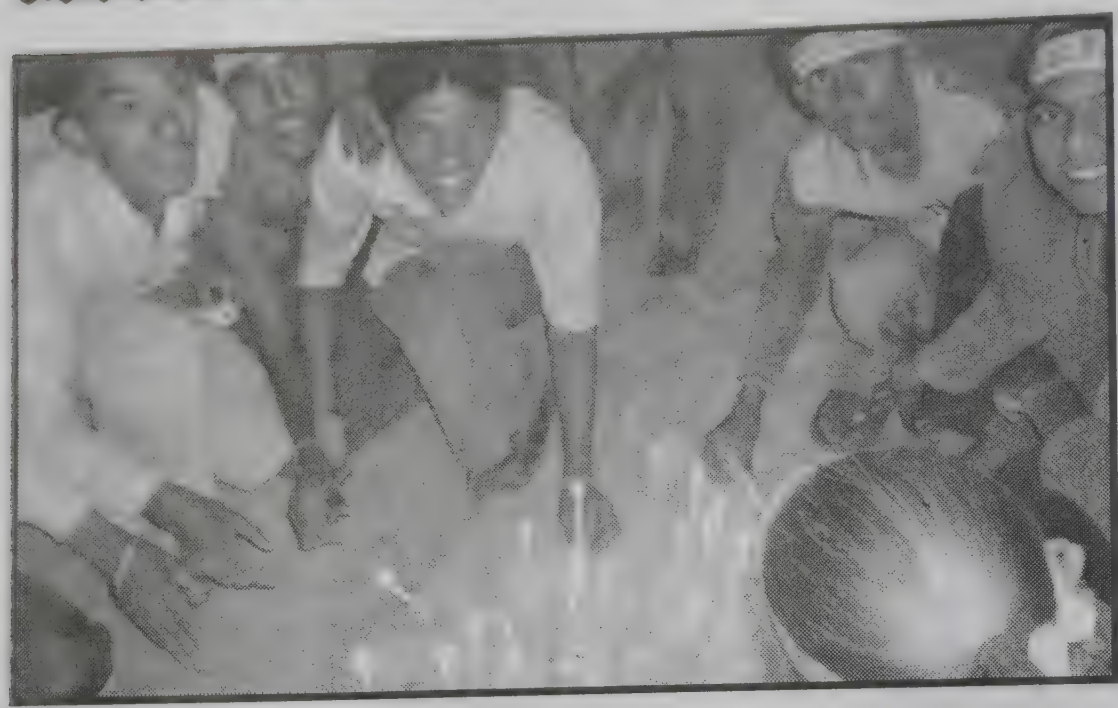
'Don't get duped by such people'. Science Peer Educators telling the people to beware of 'Superstition'



'Yes, girls and boys should be treated equally'. Gender sessions in schools

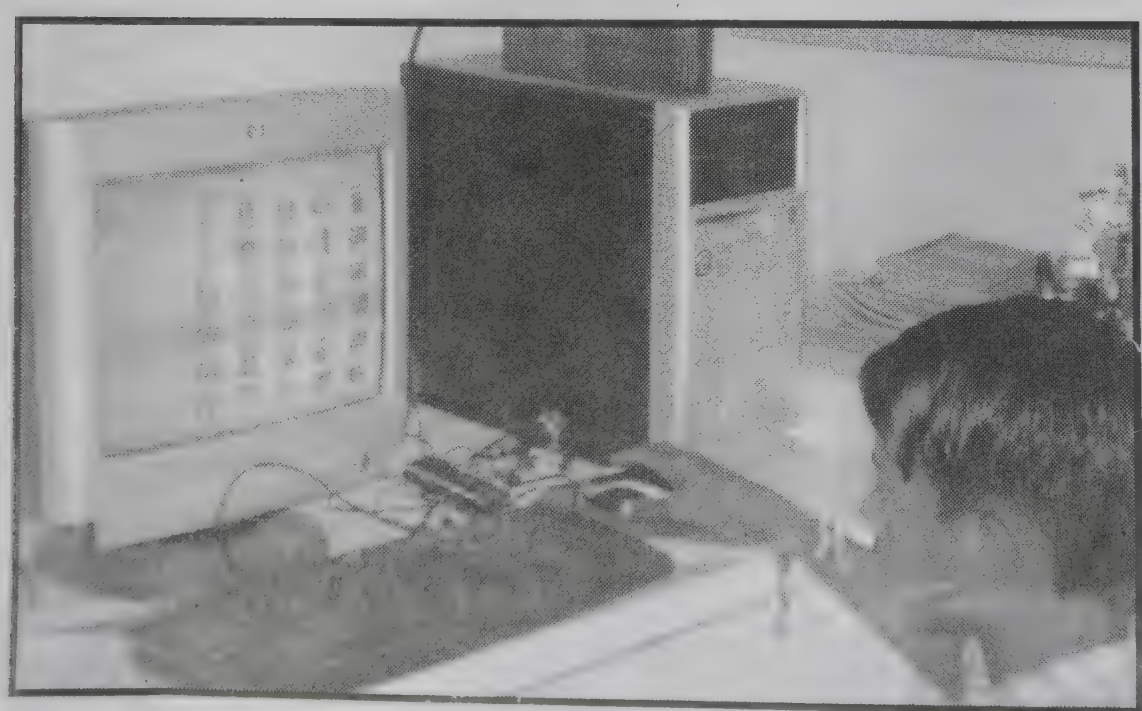
'So what if we don't have a classroom !' Group session with boys in the basti.

'Hey, the colour is changing'. Science Peer Educators performing an experiment.



'We will light their lives too !' Youth participating in the programme on International Women's Day - 2007

'Let us take an oath of giving equal status to women' Youth from Shivshaktinagar addressing the other youth on International Womens Day - 2007



'I can operate the Computer' An adolescent from Gadapura

'Come on, let's tell each other what we expect from our life partners'.
Adolescents attending the Pre Marriage Counseling Workshop

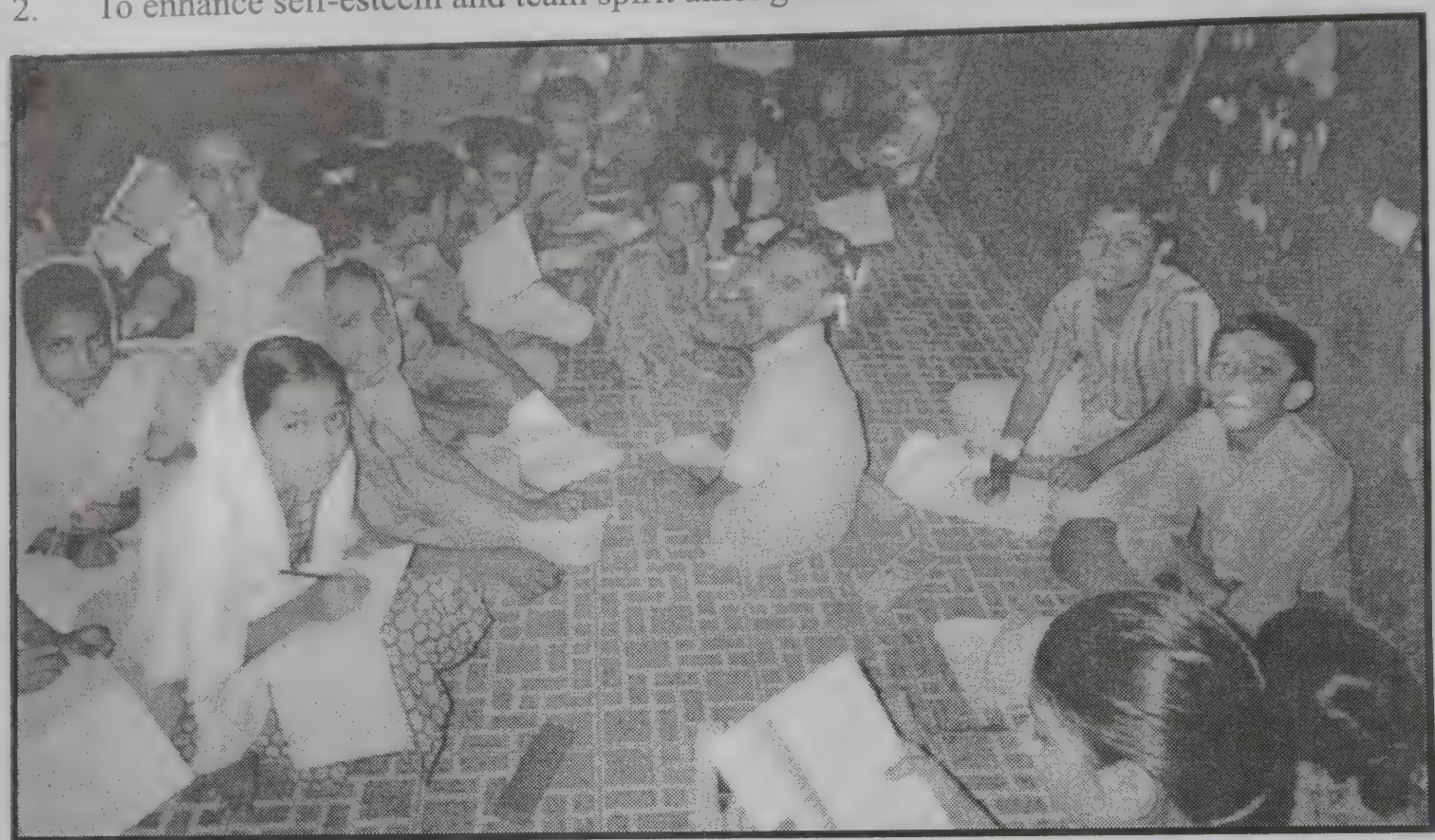
'Cycling is also good exercise'.
Adolescents participating in the rally 'Save the Environment'

'Now we have a space to spend our free time creatively'.
Drop in Center

3. Children's Program

The Children's Program had two objectives:

1. To work towards quality education
2. To enhance self-esteem and team spirit amongst children.



Non formal education center - Sahakarnagar

Objective 1: To work towards quality education

Indicator: That 80 percent of children attending non formal education centers will learn the basic R's of literacy.

Strategies used to achieve this included: conducting non formal education (NFE) classes, providing training for non formal educators, monitoring, evaluation, organizing parents' meeting, school followup and introducing the agenda of quality education in Community Development Committees.

Activities included conducting regular training for non formal educators, organizing institutional visits, conducting monthly school follow up by non formal educators for each child's academic progress.

Monitoring was done by providing supportive supervision to non formal educators, preparing updated profile of each child attending the center, and monthly reports.

Evaluation was undertaken by preparing worksheets to evaluate the progress of each child.

Objective 2 : To enhance self-esteem and team spirit amongst children

Indicators

1. Eighty percent of the children will participate in all the major events or activities organized by the organization
2. Forty percent of the children will confidently perform in various events organize in and out of the organization
3. Each NFE center will form their own children's collective (i.e. Bal Samiti) and 60 percent of the Bal Samiti members will perform their duties with responsibility

Strategies used included organizing events/ activities and competitions for children and setting up Bal Samiti.

Activities involved organizing sports day, intra basti competitions, Inter basti competitions, participating in activities and competitions organized by other organizations, and conducting bi-monthly Bal Samiti meetings, providing training to Bal Samiti members, and organizing various activities at basti level, such as spreading awareness on various educational and health issues, helping non formal educators.

Monitoring was done by preparing reports of various events, Minutes of Bal Samiti meetings and organizing supportive supervisory visits.

Evaluation: The Children's Program was evaluated by assessing the following: the number of active Bal Samiti members; the number of children participating in activities and competitions organized by other organizations; and, winners of intra basti competition participating in inter basti level competitions.

Main Features of the Children's Program

1. Non-formal Education Centers

All activities of the Children's Program reach out to children through the NFE centers. Table 1 in Appendix 3 gives a profile of the 10 NFE centers.

Inconsistencies in children's attendance in NFE centers were mainly due to the floating population. Low attendance was on account of parents' lack of interest, lack of motivation in children, unsuitable school timings or because of child labor.

Some NFE centers had to be closed down for various reasons, e.g.,

i) The Santosh Nagar NFE center was closed down on account of a misunderstanding on "religious principles". In addition the children's parents did not support the NFE educator.

ii) The NFE center in Gadapura, which had started functioning since September 2007 had to be closed for some months because of lack of NFE educator.

iii) The Rampura center had to be closed due to slum demolition in January 2008.

iv) The Sanjay Nagar NFE center was closed on account poor attendance owing to rumors of slum demolition. Moreover the NFE educator too had quit the job in Feb 2008.

Special note must be taken of the following points:

- There were more girls among the regular attendees. See Table 2 in Appendix 3.
- Girls continued to attend the NFE center even after being in adolescent age group.
- Boys were not interested in indoor activities; they prefer outdoor activities and games, such as cricket.
- Peer pressure prevented some boys from attending the NFE center regularly.

2. Education is the basic right of any child

Enrolling children in schools and their school follow-up is one important strategy to fulfill this right.

The number of never gone to school children or dropouts became negligible as a result of this strategy. See Table 3 in Appendix 3.

There were five never gone to school children and five dropouts in Jalaramnagar, where the community is engaged in waste picking. For these families earning Rs. 70 to Rs. 100 per day was more important than sending their children to school. But five out of these children started attending the NFE center regularly. They found the timings of the center very convenient and felt comfortable there. They were able to read and write

simple sentences and perform simple mathematical operations. They do not like formal school setting. See Table 4 in Appendix 3 for the number of school enrollments.

Forty children were given scholarships in the academic year 2007-2008 to prevent dropouts. For details see Table 5 in Appendix 3.

School follow up was undertaken every two months with the non formal educator visiting the schools where the children from her center were studying. This helped her to keep a track of the academic progress of the

Comments from the teacher

1. *Students from my class attending your center are very good in songs and stories. They have taught me and the children many new songs.* Mishr Shala School No.11
2. *Students like Shabbo and Taslim were irregular in school first but now they come regularly.* Police Line Corporation School

3. The prime focus of the NFE Center activities is on quality education

Ninety percent of the children from the slums attend Municipal Corporation schools where children are promoted to the next class in order to maintain the credibility of the school; this results in poor quality of education. A teacher handling multiple classes, or a class of 60-70 children at one time is generally unable to give personal attention of these children. Multiple tasking, (much of which is outside the school campus like surveys) and documentation also prevents the teacher from spending quality time with the students. A child studying in Std IV is most times unable to read a complete sentence or perform simple mathematical calculations like multiplication or division. This leads to losing interest in education or dropping out of school. Hence, the curriculum for non-formal education was revised and sessions covering syllabus till fourth standard were added. The non-formal educators were given special training on complex topics. Work sheets to assess these inputs were designed and children were evaluated through these worksheets for Maths and language.

The evaluation showed that 81 percent children had passed their current sets, 61 percent children had obtained grade A+ (above 90 percent) marks in their examinations. For details see Table 6 in Appendix 3. Thereafter the teachers concentrate more on those children who get lower grades. Report cards are distributed in June at parents' meetings as majority of the children are on vacation during the months of April and May.

Other Activities

a) Participatory group sessions play an important role in conveying important messages to the children. Several activities were conducted with participatory group sessions. See Table 7 in Appendix 3 for all the sessions conducted during the year.

b) Creative activities: Inter basti competitions were conducted for finger prints, crumble print and embossing. For details see Tables 8 and 9 in Appendix 3. The winners of these competitions participated in the inter basti competition in September 2007.

c). Movie screenings: Two movies were screened at basti level. See Table 10 in Appendix 3.

d) Celebration of special days and festivals: The best way to learn is by doing. Concept about celebration of special days, their importance, festivals and the reasons behinds celebrating them were clarified by actually celebrating these days/events. For more details, see Table 11 in Appendix 3. Navratri was celebrated as 'Garba' for 125 children of seven centers at Gayatripura in October 2007.

Bal Samitis: Three or four representatives of each NFE center comprise a "Bal Samiti" or children's committee. It meets once in two months to discuss various issues related to children in their bastis and also to plan activities to be carried with their peers like organizing sports day, picnics exposure visits, etc.

The sports day for children was the responsibility of the Bal Samiti and Non Formal Educators. Two planning meetings were convened to work out the logistics of these events. The Bal Samiti played an active role throughout this event.

For details of participants from different bastis participating in games see Table 12 in Appendix 3. The games were played in younger and older groups:

Younger group: Nine games: one minute (stick bindi, string beads, ball in the bucket, dolball), breaking tins, book balance, lemon and spoon, musical chairs, potato race, 50 m. race.

Older group: six games - one minute (skipping, breaking tins), skipping race, lemon and spoon, 100 m. running race, musical chair. See Table 12 in Appendix 3 for number of winners and prizes given.

Consolation prizes were given to all participants. The Bal Samiti members chose the prizes to be given. For details see Table 13 in Appendix 3. Appreciation through words and action are great boosters to motivate children and their morale. Two events were specially organized for these budding leaders of tomorrow.

As the Bal Samiti members organized the Sports Day event for children, they themselves were unable to participate in any games. Hence, a special sports day was organized for 31 Bal Samiti members from eight centers on February 23, 2008 (See Table 14 in Appendix 3). Games included: One minute (Skipping, ball in the bucket), Lemon and Spoon, 100 m. running race, and musical chair. There were 14 winners in these sports.

Twenty-three Bal Samiti members from eight centers celebrated Diwali - the Festival of Lights to enlighten their own lives as well as the lives of the other children. They were given a Diwali gift.

Staff Development

The following nine activities were undertaken for staff development

i) ***In-service training***: To develop staff members, increase their knowledge of the NFE centers' activities, and include various activities for better education and for better outcomes, regular fortnightly in-service training was conducted. Its agenda included, planning for the next fortnight, reviewing the work done, preparing the monthly report and conducting various competitions for the teachers.

ii) ***Induction training:*** Topics for this training included: introduction through activities, introduction about the organization, responsibilities as a staff member, different projects and their work, team work, physical development of children, characteristics of late childhood, behavior of teachers towards children, needs of children, handling multiple groups, difference between formal and non formal education, child rights, and gender concept and discrimination.

iii) ***Study tour:*** Ten team members comprising of NFE teachers and Shishu Milap staff members working in the Children's Pogramme visited Shaishav, a non-government organization and Daxshinamurti school in Bhavnagar as part of their study tour. The visit to Daxshinamurti school helped in exposure to its excellent materials on maths and language for ideas to develop child-friendly materials.

The visit to Shaishav provided many insights, such as:

- Strong rapport with the community helps in sustaining the project.
- The Bal Sena has proved to be a good bridge between the parents and the organization. Thus children's collective is very important.
- Teaching aids are very effective for non-formal teaching.

3. The prime focus of the NFE Center activities is on quality education

Ninety percent of the children from the slums attend Municipal Corporation schools where children are promoted to the next class in order to maintain the credibility of the school; this results in poor quality of education. A teacher handling multiple classes, or a class of 60-70 children at one time is generally unable to give personal attention of these children. Multiple tasking, (much of which is outside the school campus like surveys) and documentation also prevents the teacher from spending quality time with the students. A child studying in Std IV is most times unable to read a complete sentence or perform simple mathematical calculations like multiplication or division. This leads to losing interest in education or dropping out of school. Hence, the curriculum for non-formal education was revised and sessions covering syllabus till fourth standard were added. The non-formal educators were given special training on complex topics. Work sheets to assess these inputs were designed and children were evaluated through these worksheets for Maths and language.

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Other Activities

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'Yeah, This will be fun!', Bal Samiti planning for children's sports day

4. Community Development

The Community Development work is a focal point of all the work SAHAJ does with the urban poor. Helping individuals and groups realize their own potential to achieve their goals is SAHAJ's first step towards empowerment of the community. Evidence-based advocacy through a rights-based approach is its next step for enabling the deprived communities to voice their demand for their entitlements. This is being achieved by basti-level committees which are comprised of committed women and men, and supported by adolescent peer educators and bal samitis.

All other activities and programs such as Adolescents at the Margin and the Children's programs, that SAHAJ undertakes is thus a part of the process of community development.

Objective

The main objective of the Community Development program is to develop and strengthen community development committees which can undertake community-based advocacy.

Program implementation

The main features of this program are:

- Empowering community is the prime focus of any activity undertaken by the organization.
- Capacity building of various groups among the community is considered one of the most important strategies for sustainable development. Some of these include: Community Development Committees, Adolescent Peer Educators, and Bal Samitis.
- Different activities according to age groups.

Committees have been formed in 13 slums. Each Community Development Committee comprises of 10 to 12 members (both men and women) from the basti. They meet once in two months. There are now eight strong Community Development Committees which take active part in solving problems of the bastis.

Basti Development Committee - Sanjaynagar

Two staff members are directly responsible for the program and teams from all other programs operational in these bastis support the process. The aim is to develop and organize a cadre of community representatives in each basti who is then supported to take up the basti level issues. Over a period of time these committees are expected to become self-reliant and take up issues on their own. Slum demolition (not necessarily demolition of these bastis) was a major issue handled in the last couple of years. Some of the other issues that have been taken up are those of safe water, health, cleanliness, electricity, gutter line, and ration card

Special efforts were made to enhance the community development work with the following outcome:

- The program registered a high level of participation from the community. Seventy percent of the households were contacted through door to door contact and 30 percent (659 of 2425) of the households participated in the meetings.
- Two hundred and forty-six persons (136 women and 115 men) became part of the committees formed to take up the issues faced by the basti. Committees are active in 10 of the 13 bastis. An active committee could mean one or more of the following: regularity in meetings, number of issues taken up and resolution of the issues.
- In Jalaramnagar, 24 houses were able to get their electricity connections.
- In Santoshnagar, 65 households could resolve their house tax problems. One hundred and twenty four houses in the same basti managed to get water tap connections.
- In two slums of Shankarnagar and Ganeshnagar, the committee has been able to organize cleaning and collection of garbage by the municipal corporation.
- In Rampura, majority of the people have stopped defecating on the roadside and lanes of the basti, after a community meeting by the committee on this issue.
- In six basis, the community has either provided a room free of charge or contributes 50 percent rent for the center to conduct community activities.

Lessons Learned

The following are the lessons learned from SAHAJ's efforts at community organizing:

- Consensus is necessary for effective work with the community. One new strategy of initiating work in new bastis was "mass meetings". These meetings helped the organization to communicate its mission and other information to a wider group. It further helped in forming Community Development Committees at the basti level.
- Initiating work on people's agenda helped in bridging the gap between the NGO and the people. This need-based approach helped in building better relationship with the people in the bastis.
- Involving the community in the problem-solving process is another successful strategy, which leads to sustainable development. The role of the committee members in writing applications to meeting various officials led not only to building their self confidence but also gave them recognition as problem solvers.
- SAHAJ's approach of "Helping people help themselves" contributed to decreasing dependency on the SAHAJ team in solving the people's problems. It also helped people to identify and realize their own potential and discover alternatives to live better lives.

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Lessons Learned

The following are the lessons learned from SAHAJ's efforts at community organizing:

'No, we are not afraid of heights !'
Given an opportunity, these adolescents too can conquer

APPENDIX 1

Adolescent Girls at the Margin

TABLES

Table 1: Number of girls in the age group of 11 to 20 years in each basti (Survey data 2006-2007)

Sr. No.	Center	No, of girl in the age group of 11 to 20 years
	Phase 1	
1.	Shankarnagar	38
2.	Ganeshnagar	34
3.	Rampura	35
4.	Jalaramnagar	19
5.	Sanjaynagar	34
	Total	**160**
	Phase 2	
6.	shivshaktinagar	28
7.	Bhasasurnagar	40
8.	Ramvadi	24
9.	Harinagar	28
10.	Gadapura	38
	Total	**156**
	Phase 3	
11.	Subhanpura	40
12.	Navinagari	30
13.	Santoshnagar	35
14.	Sahakarnagar	46
15.	Gayatripura	35
16.	Mujmahuda	40
	Total	**226**
	Grand Total	**542**

Table 2: Number of girls from each basti who attended the meeting for vocational training

Sr. No.	Center	No. of girl
	Phase 1 Year 2004	
1.	Ganeshnagar	35/46
2.	Shankarnagar	30/32
3.	Rampura	32/54
4.	Jalaramnagar	25/28
5.	Sanjaynagar	31/37
	Phase 2 Year 2005	
6.	Bhasasurnagar	32/40
7.	Gadapura	37/38
8.	shivshaktinagar	25/28
9.	Ramvadi	23/24
10.	Harinagar	26/28
	Phase 3 Year 2006	
11.	Subhanpura	35/40
12.	Navinagari	24/30
13.	Santoshnagar	30/35
14.	Sahakarnagar	32/46
15.	Gayatripura	30/35
16.	Mujmahuda	29/40
	Total	**516/551**

Table 3 : Number of girls who visited the Diamond Jubilee Institute

Center	No. of girls
Phase 1 bastis	
Ganeshnagar	5
Shankarnagar	3
Rampura	5
Jalaramnagar	5
Sanjaynagar	5
Phase 2 bastis	
Bhesasurnagar	5
Gadapura	9
Shivshaktinagar	10
Ramvadi	15
Harinagar	6
Total	**68/313**

Table 4(a) : Vocational training sessions in Phase 1 basti

Vocational Training imparted	Ganesh nagar	Shankar nagar	Rampura	Jalaram nagar	Sanjay nagar	Total
Embroidery	15	15	10	-	6	46
Sewing	15	10	10	-	5	40
Mehendi	23	8	15	10	10	66
Earring making	15	15	10	10	13	63
Bag stiching	15	5	5	-	4	29
Crochet work	15	-	5	-	-	20
Nursing	2	1	5	-	1	9
Total	**100**	**54**	**60**	**20**	**39**	**273**

268 girls acquired training in various skills, some of them in 2 to 3 skills depending on their interests.

Table 4(b) : Vocational training sessions in Phase 2 bastis

Vocational Training imparted	Bhesasur nagar	Shivshakti nagar	Ramvadi	Harinagar	Gadapura	Total
Mehendi	14	14	8	14	14	64
Embroidery	17	-	5	6	14	42
Jewellery making	-	15	6	-	7	28
Total	**31**	**29**	**19**	**20**	**35**	**134**

134 girls learnt the skill of either Mehendi, embroidery or making jewellery.
Crochet work and sewing did not fancy the girls of second phase.

Table 4(c) : Vocational training sessions in Phase 3 bastis

Vocational Training imparted	Subhan pura	Mujmahuda nagar	Navi nagari	Santosh nagar	Sahakar nagar	Gayatri krupa	Total
Sewing	-	-	-	-	-	15	15
Simple Embroidery	15	-	20	-	9	-	44
Mehendi	-	18	-	24	-	-	42
Earring making	-	-	7	-	10	-	17
Bag stiching	-	12	-	7	-	-	19
Jardosi	-	-	15	-	-	-	15
Total	**100**	**54**	**60**	**20**	**39**	**273**	

152 girls from phase 3 bastis chose to learn skills mentioned in the table above. Jardosi was a new skill introduced but as the material is expensive girls willing to learn this skill were hesitant to do so.

Table 5 : Number of girls from 14 bastis who have taken up the trades seriously

Skill	Number of girls
Nursing	3
Sewing/Embroidery	27
Mehendi	6
Jewellery	35
Bag Making	16
Crochet work	4
Total	**91**

Table 6 : Workshops conducted and the number of girls who participated

Workshop	Number of girls participated
Bag making (Phase 1 and 3)	17
Embroidery (Phase 1 and 3)	38
Earing making Part-1 and Part 2 (Phase 1)	50
Earing making (Phase 2 and 3)	34
Total	**139**

Table 7 : Represents the amount earned by girls after taking up various skills as their profession through the efforts of the team of Shishu Milap

Amount earned in Rs.	Number of girls		
Rupees	**Phase I**	**Phase II**	**Phase III**
100-200	24	13	12
201-300	3	6	3
301-400	2	2	-
401-500	2	2	-
501 and above	6	2	1
Total	**37**	**25**	**16**

Table 8 : Number of girls who have never gone to school and school dropout girls either after class 7 or class 10

Center	School dropouts	Never zone
	Phase 1	
Shankarnagar	18	4
Ganeshnagar	32	1
Jalaramnagar	11	19
Sanjaynagar	25	3
Rampura	32	2
	Phase 2	
Bhesasurnagar	23	0
Ramvadi	13	1
Harinagar	11	1
Shivshaktinagar	11	0
Gadapura	11	2
	Phase 3	
Subhanpura	12	0
Navinagari	14	1
Santoshnagar	17	0
Sahakarnagar	18	0
Gayatripura	13	1
Mujmahuda	25	3
Grand Total	**286**	**39**

Table 9 : Number of girls who completed the entire Non Formal Education sessions

Center	Average number of girls
Ganeshnagar	12
Shankarnagar	11
Rampura	11
Sanjaynagar	13
Total	**47**

Table 10 : Changes seen among the girls after the Non Formal Education sessions

Center	Simple reading	Reading and writing	Reading and writing sentences	General knowledge	No change was found
Ganeshnagar	6	7	4	7	1
Shankarnagar	1	4	5	7	-
Sanjaynagar	4	5	4	8	2
Rampura	5	4	4	7	1
Total	**16**	**20**	**17**	**29**	**4**

Table 11 : Average numbers of girls who attended non-formal sessions in the new bastis

Center	Number of Girl
Bhesasurnagar	24
Gadapura	21
Shivshaktinagar	17
Ramvadi	11
Harinagar	19
Subhanpura	21
Navinagri	25
Santoshnagar	33
Sahakarnagar	28
Gayatrikrupa	16
Mujmahuda	30
Total	245

Table 12 : Number of girls who were re-enrolled and are continuing with their education

Phase 1		Phase 2		Phase 3	
Center	**No. of girls**	**Center**	**No. of girls**	**Center**	**No. of girls**
Ganeshnagar	4	Gadapura	5	Gayatripura	-
Shankarnagar	5	Bhesasurnagar	6	Sahakarnagar	2
Sanjaynagar	6	Shivshaktinagar	1	Subhanpura	3
Rampura	6	Harinagar	2	Mujmahuda	-
Jalaramnagar	-	Ramvadi	2	Navinagari	-
				Santoshnagar	-
Total	**21**		**15**		**5**

Table 13 : Number of girls provided with educational aid in 2007

Center	Number of Girl
Harinagar	1
Shankarnagar	1
Gadapura	1
Sahakarnagar	3
Subhanpura	2
Rampura	1
Navinagari	11
Santoshnagar	3
Total	**23**

Table 14 : Activities conducted under the program -Sept 04 to Aug 07

Activities conducted	Phase 1 bastis	Phase 2 bastis	Phase 3 bastis
Group sessions	17 sessions	17 sessions	16 sessions
NFE sessions	Module (already mentioned under objective 1)	Additional activities to reinforce group session	Additional activities to reinforce group session
Institutional visits	6 institutions	6 institutions	6 institutions
Health Camp	Pre and Post health camp	Pre and Post health camp	Pre health camp
Workshops Pre marriage	2 workshops	2 workshops	1 workshop
Workshop on media	-	One workshop	-
Sports Day	Once	Once	Once
Picnic	Twice	Once	Once
Annual Day	Once	Once	-
Vocational training	Ongoing activity	Ongoing activity	Ongoing activity
Navratri celebration	Once	Once	Once

Table 15: Average number of participation in each activity

Activity	Phase 1	Phase 2	Phase 3
Group sessions	70% of the girls from each center.	75% of the girls from each center.	72 % of the girls from each center.
NFE sessions	47 girls from the 5 center	61% of the girls from the new 5 centers	69 % of the girls from the 6 centers.
Institutional visits	60 % of the girls for all the 6 visits.	50% of the girls for all the 6 visits.	61% of the girls for all the 6 visits
Health Camp	154 girls out of 204 (survey 04) in pre health camp and 104 girls in post health camp.	117 girls out of 153 girls (survey 05) in pre health camp and 90 girls in post health camp.	168 girls out of 226 girls (survey 06) in pre health camp and 67 girls in post health camps
Workshops Pre marriage	96 girls in the age group of 16 to 19 years.	46 girls in the same age group in 2 workshops.	80 girls in the age group of 16 to 19 years
Workshop on Media	-	76 girls participated	-
Sports Day	36 girls in January 05 90 girls participated in January 06	117 girls from new centers in January 06.	132 girls in January 07 from 6 bastis. 115 girls in January 2008
Picnic	180 girls in November 04 and 80 girls in November 05.	95 girls in November 05	88 girls in January 2008
Annual Day	180 girls in November 04 at Rosary school and 103 girls in February 06 at Lions hall.	109 girls in February 06.	78 girls in February 07
Vocational training	268 girls from 5 old bastis.	186 girls from 5 new bastis.	95 girls have been provided with vocational training from the phase 3 bastis and the training is still in process.
Navratri Celebration	195 girls participated from 10 bastis. Around 1000 people from the community witnessed the event.		184 girls participated in this event in October 2007

Table 16 : Events in which girls participated with full confidence and have exhibited their talents

Events	No. of girl participated		
	Phase 1	Phase 2	Phase 3
Cycle Rally-Environment Day June 2006	8	13	-
Youth Day-August 2006	20	25	-
AIDS Day- poster competition-December 2006, Rangoli competition Dec, 2007	9	8	20
Poster competition and Rally Envt- June 2007	04	12	26
Health Day- April 2007	10	20	06
Theatre group	3	3	7
Inter basti Rangoli Competition October 2005	55	-	-
Inter basti Rangoli competition –October 2006	20	26	-
Workshop on Early marriage early pregnancy –July 2006	5	6	19
Annual Day performers February 2006			
February 2007	7	31	-

Table 17 : Number of girls who attended the health camps

Basti	Total No. of girls	No. of girls attending the health camp	
Phase one			
		Pre	Post
Sanjaynagar	43 girls	29	20
Shankarnagar	32 girls	27	23
Ganeshnagar	46 girls	42	29
Jalaramnagar	27 girls	20	11
Rampura	54 girls	36	21
	Total-202	**154**	**104**
Phase two			
		Pre	Post
Shivshaktinagar	28 girls	23	15
Gadapura	38 girls	31	24
Ramvadi	24 girls	19	10
Harinagar	28 girls	24	15
Bhesasurnagar	40 girls	24	18
	Total-158	**121**	**82**
Phase three			
Sahakarnagar	46 girls	33	11
Mujmahuda	40 girls	31	15
Navinagari	30 girls	20	12
*Santoshnagar	35 girls	31	-
Subhanpura	40 girls	25	07
Gayatripura	35 girls	28	22
	Total-226	**168**	**67**

Table 18 (a) : Haemoglobin (Hb) levels of girls during pre and post health camp (Phase 2 bastis)

Center	Hb level below 9 gm%		Hb level between 9.1 to 10.6 gm%		Hb level above 10.7 gm%	
	Pre	Post	Pre	Post	Pre	Post
Phase two						
Shivshaktinagar Total girls 25 Pre test-23 girls Post test –15 girls Pre and post 15 girls	13% (2)	7% (1)	20% (3)	13% (2)	67% (10)	80% (12)
Gadapura Total girls 38 Pre test-31 girls Post test-24 girls Pre and post-24 girls	13% (3)	0	17% (4)	13% (3)	70% (17)	87% (21)
Harinagar Total girls 26 Pre test-24 girls Post test-13 girls Pre and post-13 girls	8% (1)	8% (1)	30% (4)	30% (4)	62% (8)	62% (8)
Bhesasurnagar Total girls 38 Pre test-24 girls Post test-18 girls Pre and post-18 girls	17% (3)	5% (1)	33% (6)	39% (7)	50% (9)	56% (10)
Ramvadi Total girls 24 Pre test-18 girls Post test-10 girls Pre and post-10 girls	20% 2	0	20% (2)	30% (3)	60% (6)	70% (7)
TOTAL	11 14%	3 4%	19 24%	19 24%	50 62%	58 72%

Note : The data (Hb) of the health camp for the phase 1 basti is missing while post health camp is yet to be conducted in phase 3 bastis hence a comparative study of phase 2 is only presented.

Table 18 (b) : Haemoglobin (Hb) levels of girls during pre and post health camp (Phase 2 bastis)

Center	Hb Level below 9 gm.		Hb Level between 9.1 to 10.6 gm		Hb Level above 10.7 gm	
	Pre	Post	Pre	Post	Pre	Post
Gayatripura Total = 34 girls Pre = 28 girls Post = 22 girls Pre & Post = 22 girls	36.36% (8)	0% (0)	36.36% (8)	40.90% (9)	27.27% (6)	59.09% (13)
Sahakarnagar Total = 48 girls Pre = 33 girls Post = 11 girls Pre-Post = 11 girls	0% (0)	9% (1)	100% (11)	63.6% (7)	0% (0)	27.27% (3)
Navinagari Total = 28 girls Pre = 20 girls Post =12 girls Pre & Post =12 girls	41% (5)	0% (0)	50% (6)	50% (6)	8.3% (1)	50% (6)
Subhanpura Total = 41 girls Pre = 25 girls Post = 07 girls Pre & Post =07 girls	28.57% (2)	0% (0)	71.42% (5)	14.28% (1)	0% (0)	85.71% (6)
Muzhmahuda Total =40 girls Pre =31 girls Post =15 girls Pre & Post =15 girls	20.% (3)	0% (0)	46.66% (7)	13.33 (2)	33.33% (5)	86.86% (13)
TOTAL	18 27%	1 1%	37 55%	25 37%	12 18%	41 62%

Note : Work with girls in Santoshnagar had to be stopped due to some misunderstanding with the religious leaders, within a short time after the pre health camp, hence post health camp was not conducted in this basti

Salma Malek whose Hb Level was 10 during the pretest was given a lot of inputs on iron rich foods and its sources. She did not heed the advice seriously nor did she consume the iron tablets given to her. She comes from a middle level income group and diet is no problem for her. Her mother is mentally disturbed and Salma has no other female member in her family to guide her. Seventeen girls who had Hb levels below 9 gms now have it above 9 gms. Only 12 girls were found to have their Hb levels above 10.7 gms during the pre test. The follow up by the team members has resulted into 29 girls adding to the list summing up this number to 41.

Table 19 : Interventions to improve haemoglobin levels

HB level	Interventions
<10.7 gm%	Normal (need nutritional and adequate diet, group sessions focusing on these requirements)
>10.6 gm%	Iron tablets for 3 months plus the above mentioned intervention.
>9 gm%	Double dose of iron tablets, doctor's advice whenever required and in addition the nutritional and adequate diet.

Table 20 : Number of students who participated in gender sessions

Number of School	Number of Participants		Total
	Boys	Girls	
2	278	218	496

Adolescent Boys At The Margin

TABLES

Table 1 : Number of boys reached in each basti during the implementation period

Basti	No. of boys (13 - 20 Years)
Shankarnagar	08
Rampura	28
Jalaramnagar	14
Sanjaynagar	19
Bhesasurnagar	11
Harinager	10
Ramvadi	10
Shivshaktinagar	12
Gadapura	18
Navinagari	21
Sahakarnager	22
Gayatripura	17
Total	**190**

Table 2 : Participation in Various activities

Activity	No. of boys
Poster Competition on "World Environment Day " 07	74
Environment Day 06 (Rally)	91
World Yuva Day - 06	30
World Aids Day - 07	21
World Health Day - 07	32
International Women's Day - 07	17

Table 3 : Full time employees participants for residential Workshops/ trainings / seminars

No	Workshops / Training / Seminar	No. of boys
(1)	3 Day residential Workshop on Gender and Sexuality - 2005	28
(2)	3 Day residential Workshop 2006	32
(3)	One day residential Workshop on Gender - May 2007	30
(4)	Pre marriage Counseling Workshop - July 2006	6
(5)	Pre marriage Counseling Workshop - Sept 2006	40
(6)	Pre marriage Counseling Workshops - Feb 2008	12
(7)	Peer Educators Training Workshop 2007	20
(8)	Painting Workshop (fine arts - Oct - 2006)	05
(9)	State Level Yuva Seminar - April -2007	03

Children's Program

TABLES

Table 1 : Profile of the Non Formal Education (NFE) Centers

Basti	Area	Timings	Educator
Gadapura	Opp. Uttakarsh school, Harinagar	10 am to 2 pm	Sarju Rathod
Sanjaynagar	Akota	10 am to 2 pm	Alisha Mecwan
Harinagar	Harinagar	4 pm to 8pm	Monika Tamboli
Jalaramnagar	Gotri road	3 pm to 7 pm	Alpana Nayi
Bhesasurnagar	Gotri road	3 pm to 7 pm	Neeta Panchal
Santoshnagar	Tandalja	3 pm to 7 pm	Sarju Rathod
Sahakarnagar I	Tandalja	4 pm to 8 pm	Salma Malek
Sahakarnagar II	Tandalja	4 pm to 8 pm	Kherunisha Malek
Gayatripura	Gotri	4 pm to 8 pm	Sonal Patel
Rampura	Akota	10 pm to 2 pm	Bhavna Rajput

Table 2 : Number of children attending the NFE centers regularly

Center Name	Number of registered Children			Number of regular children			Percentage (%)
	Boys	Girls	Total	Boys	Girls	Total	
Rampura	16	13	29	12	10	22	76
Sanjaynagar	12	11	23	10	09	19	83
Harinagar	12	07	19	07	08	15	79
Jalaramnagar	14	19	33	12	16	28	84
Bhesasurnagar	14	15	29	08	14	22	76
Santoshnagar	08	22	30	06	22	28	93
Sahakarnagar I	09	25	34	09	20	29	85
Sahakarnagar II	10	19	29	08	15	23	79
Gayatripura	13	16	29	10	13	23	79
Gadapura	05	21	26	04	19	23	88
Total	113	168	**281**	86	146	**232**	**83**

Table 3 : Profile of the educational status of the children attending the Non Formal Education centers

Center	Number of regular children	Educational status of children			Children enrolled into school 2007-2008
		School going	Never gone to school	Drop out	
Rampura	22	22	0	0	0
Sanjaynagar	19	18	1	0	5
Harinagar	15	14	0	1	0
Jalaramnagar	28	18	5	5	3
Bhesasurnagar	22	22	0	0	4
Sahakamagar I	30	30	0	0	0
Sahakamagar II	23	22	0	1	0
Gayatripura	20	19	0	1	2
Gadapura	23	22	0	1	0
Total	**202**	**187**	**6**	**9**	**14**

Table 4 : School enrollments during 2007-2008

Center	No. of Children	School	Class
Jalaram	3	Sayajigunj Corporation School No. 41	Std. 1 Std. 1 Std. 3
Bhesasurnagar	4	Shriji Vidyalaya Corporation School	Std.3
Sanjaynagar	5	Police Line Corporation School	Std.2 & std.3
Gayatripura	2	Gayatri Vidyalaya	Std. 1

Table 5 : Children who were provided with educational support

Center	Name of the child	Standard	Scholarship
Jalaramnagar	Aarti Parmar	Std. 7 th	Tuition fees
	Nitin Rathava	Std. 5 th	Tuition fees
Bhesasurnagar	Anita Rajput	Std. 5th	Tuition fees
	Anita Parmar	Std. 7 th	School fees
	Geeta Rathava	Std. 6 th	School fees
Subhanpura	Mali Aashish	Std. 4th	School fees
	Mali Kartik	Std. 4th	School fees
Shankarnagar	Kirti Kedare	Std. 5th	Tuition fees
	Jayesh sapkale	Std. 4th	Tuition fees
	Sushil marvadi	Std. 4th	Tuition fees
	Akshay Bhardvaj	Std. 4th	Tuition fees
Sahakamagar	Gulabsha Malek	Std. 7th	School fees
Navinagari	Babar Shahin	Std. 9th	School fees

Note : In Navinagari and Subhanpura slums there was no need for non formal education centers as 90 percent of the children attended school and tuition classes.

Table 6 : Progress of the children evaluated

Center	Set I			Set II			Set III			Set IV		
	App.	P	F	App.	P	F	App.	P	F	App.	P	F
Gadapura	10	10	0	2	0	2	0	0	0	2	2	0
Bhesasumagar	9	8	1	6	3	3	4	4	0	5	3	2
Jalaramnagar	10	9	1	8	8	0	4	4	0	5	4	1
Harinagar	3	3	0	4	3	1	3	3	0	3	3	0
Rampura	7	2	5	6	4	2	3	2	1	0	0	0
Sanjaynagar	11	10	1	7	7	0	0	0	0	0	0	0
Sahakarnagar	5	3	2	8	6	2	9	7	2	2	1	1
Gayatripura	9	9	0	6	5	1	2	2	0	1	0	1
Total	**64**	**54**	**10**	**47**	**36**	**11**	**25**	**22**	**3**	**18**	**13**	**5**

Table 7 : Participatory group sessions

Month	Session	Point of discussion
April 07	Summer	• Precautions during summer • How to make vacation useful
July 07	Rainy Season	• Disease in this period • Safe drinking water • Medicines of uses • Disease of Symptoms
August 07	Food Production	• Cultivation of various crops and production of various food products.
August 07	Rakshabandan	• Information about this festival • Its importance
September 07	Janmasthami Ganesh chartuthi	• Information about this festival • Its importance
October 07	Nutrition	• Various food, Constituents food etc.
October 07	Gandhi Jayanti	• Festival
November 07	Bal din	• Importance of baldin, history
December 07	Election	• What is election, their importance, our right for voting
December 07	Christmas	• Information about this festival • Its Importance
January 08	Uttarayan	• Information about this festival • Its Importance
March 08		• About animal and their characteristic
March 08	Good Friends make Your life good	• How to choose friends? • Be aware of bad habits
March 08	Holi	• Information about this festival • Its Importance

Table 8 : Activities for producing creative products

Month	Activity	Number of Children
May 07	Photo frame & Finger print	139
June 07	Calender making	140
August 07	File making & crumble print	154
October 07	Card making	135
September 07	Paper folding (Monkey)	106
December 07	Figure print Santa clouse, cap making	116
January 08	Alphabets chart	125
February 08	Thread print & Candle print	133

Table 9 : Center-wise participants of creative competitions

Center	Competition	Number of participants
Ramoura	Embossing	3
	Finger print	2
	Crumble print	2
Sahakarnagar	Embossing	2
	Finger print	2
	Crumble print	2
Jalaramnagar	Embossing	3
	Finger print	2
	Crumble print	3
Bhesasurnagar	Embossing	2
	Finger print	2
	Crumble print	2
Sanjaynagar	Embossing	2
	Finger print	2
	Crumble print	3
Harinagar	Embossing	2
	Finger print	2
	Crumble print	2
Gayatrikrupa	Embossing	2
	Finger print	1
	Crumble print	4
Total		**47**

Table 10 : Number of children who watched the films

Name of the firm	Number of centers where screened	Number of children viewing this film
Baby's day out	7	120
Meena	5	156

Table 11 : Number of children participating in festivals

Day / Festival	Number of center where celebrated	Number of children participating in the celebration
Janmasthmi	5	98
Independence Day	3	80
Teachers day	4	92
*Navratri	7	125
Diwali	6	23

Table 12: Number of participants in Children's Sports Day

	No. of chidren		
Center	**Smaller group**	**Bigger group**	**Total**
Harinagar	7	7	14
Gadapura	18	5	23
Sanjaynagar	4	8	12
Jalaramnagar	20	11	31
Sahakarnagar 1	9	21	30
Sahakarnagar 2	6	16	22
Gayatripura	14	4	18
Bhesasurnagar	12	9	21
Total	90	81	171

Table 13: Number of winners in sports competitions

Group	No. of Winners		
	1st prize (wall clock)	2nd prize (Piggy bank)	3rd prize (Lunch box)
Smaller	8	8	7
bigger	5	5	6
Total	**13**	**13**	**13**

Table 14: Basti-wise number of Bal Samiti members who participated in sports

Center	No. of children
Jalaramnagar	4
Harinagar	2
Gadapura	4
Sahakarnagar 1	6
Sahakarnagar 2	5
Bhasasur	3
Gayatripura	3
Sanjaynagar	4
Total	**31**

SAHAJ, Society for Health Alternatives was founded in 1984, with an idea of providing a supportive and facilitative atmosphere to persons interested in doing original work in the area of health and development. The common strand for all work of SAHAJ has been a conscious focus on marginalized and deprived communities, with an attempt to make a practical difference to peoples lives and social processes.

VISION

A society where there is social justice, peace and equal opportunity for all

MISSION

- To strive for health of poor communities-health defined in a broad sense to encompass the social, spiritual, economic and political
- To strive for the practical relevance to the poor in all the work undertaken
- To be innovative and creative and try and break new ground in work undertaken

SOME PAST INVOLVEMENTS

- Organising waste picking women in Vadodara city.
- Holistic health research on non drug therapies and mind-body-spirit connection and workshops and training in holistic therapies.
- Matrika : Action research on rituals and practices of dais (traditional midwives).
- Women Centered Health Project (WCHP) a collaborative action research project with the Public Health Department of the Brihanmumbai Municipal Corporation and the Royal Tropical Institute, Netherlands to mainstream gender and quality assurance in health care services.
- Relief and Rehabilitation of earthquake-affected persons, rebuilding of schools in earthquake affected area; relief and rehabilitation and human rights issues of people affected by post-Godhra violence.
- Work around right to shelter as right to life: against eviction of the poor from prime locations of Vadodara.
- Shishu Milap : organizing and facilitating educational and recreational facilities for street and working children and children in poor communities; advocating for abolition of child labour and policies and procedures for education and welfare of poor children.
- AVESHIKA and Discovery : To make science and maths teaching child centred. It covers school going children from classes 5 to 8 from Corporation schools of Bharuch, Panchmahals and Vadodara Districts.

**SAHAJ is a society and trust registered under Bombay Vadodara Public Trust Act. It has also FCRA registration with Ministry of Home Affairs, Government of India. Donations to the society are exempt from Income Tax under section 80G. Donations in the form of cheques can be made in the name of SAHAJ.*